

Teaching of English at Primary Level in Government Schools



EdCIL (India) Ltd.
Technical Support Group
Sarva Shiksha Abhiyan, New Delhi



National Council of Educational
Research & Training,
New Delhi

Teaching of English at Primary Level in Government Schools

Synthesis Report

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FOREWORD

Sarva Shiksha Abhiyan(SSA) has accorded very high priority to the improvement of quality of education at the elementary level and a range of interventions from the renewal of curriculum to providing regular on-site support to the teacher have been made to achieve this goal.

As most of the States have in the recent years introduced English as a subject at the Primary level, some of them from Class I itself, it was considered necessary to have credible information on the quality of the teaching of English in schools.

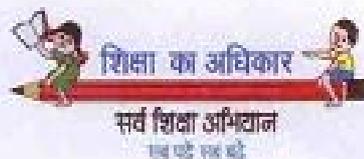
The present study was undertaken with this very objective in mind. The study was undertaken in seven States – Gujarat, Jammu and Kashmir, Maharashtra, Nagaland, Odisha, Tamil Nadu and Uttar Pradesh and the Union Territory of Chandigarh. The task of conducting the study was entrusted to NCERT, where it was coordinated by Prof. Usha Dutta of the Department of Languages with active involvement of the Research Evaluation and Studies Unit of the Technical Support Group for SSA. At State level, the Regional Institutes of Education collaborated with the Department of Languages of NCERT in conducting the study.

The report has highlighted the deficiencies in teaching of English at primary level and the need for improving teacher training programmes and textbooks of English. Its recommendations need to be taken note of by all the States and incorporated in their comprehensive quality improvement programmes.

I am grateful to Dr. Usha Dutta of NCERT, who coordinated this study and the faculty members of Regional Institutes of Education who helped in conducting the study in the selected States. I am also grateful to Dr. ABL Srivastava and Dr. Neeru Bala of the Technical Support Group of SSA, who made significant contribution at various stages of the project.

(Anshu Vaish)

New Delhi
23 March 2012.



PREFACE

Teaching of English at the primary level is a worldwide phenomenon. In India, the teaching of English and its introduction have received great attention. Many states have already introduced or want to introduce English as a subject in primary classes, often from class I. The level of its introduction has now become a matter of state policy responding to people's aspirations. The goals of English language learning at primary level are twofold: attainment of a basic proficiency, as is acquired in natural language learning and development of language into an instrument for knowledge acquisition.

English in India is one of the main communication languages in a multilingual country. It is a symbol of participation in national and international life. *The Position Paper on Teaching of English*, the syllabi and textbooks at the primary level recommend that the children's life in school be linked to life outside the school. They also discourage rote learning and recommend an integrated approach to teaching at primary level.

NCERT, an apex body for school education in the country was commissioned by MHRD during 2009-10 for conducting a study on *Teaching of English in Government Schools at the Primary Level in India*. As state after state has been introducing teaching of English from class I, the pace at which the materials have been prepared and the teacher preparation required has raised many concerns. Challenges for teacher education and planning have been addressed in this study. The English teaching and learning in 8 States/UTs having different state languages and varied cultural influences have been studied. The common practices in these states have also been documented in the study.

The eight chapters in this study focus on English language teaching, classroom practices, teacher development and preparation. Effort has been made to reflect on the historical context, the present situation and the implementation. The practical suggestions given at the end can be of use to the different states in improving teaching of English at the primary stage.

The study has been completed with the cooperation of SCERTs, SPD offices, DIETs, and schools in the 8 States/UT. The state coordinators have made significant contribution in preparation of the state reports. It is hoped that findings of the study will be useful for all pedagogical institutions (SCERTs, DIETs, Schools) and to educational planners and administrators.

I express my deep sense of gratitude and thanks to:

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Usha Dutta
Project Coordinator, NCERT

EXECUTIVE SUMMARY

Introduction

The Study on Teaching of English in Government Schools at the Primary Level in India was commissioned by MHRD during 2009-10 to NCERT, an apex body for school education in the country. The study was conducted by a research team from NCERT, on the basis of the objectives of the study specified by the MHRD and the research design prepared by EdCil's Technical Support Group for Sarva Shiksha Abhiyan.

English in India is a symbol of people's aspirations for quality in education and a fuller participation in national and international life. The visible indicator of this presence of English is that today its teaching being demanded by many to be taught at the very initial stage of schooling, the mushrooming of private English medium schools and the early introduction of English in State schools. The NCF-2005 stresses the use of child's mother tongue as a medium of learning at the primary level. The English teaching profession has consistently recommended a relatively late introduction of English and this is reflected in spirit in policy documents. The level of introduction of English has now become a matter of State policy to respond to people's aspirations, making almost irrelevant an academic debate on the merits of a very early introduction.

English is introduced as a subject in class I in many States. In a few states, it is introduced in class III or at class V level. The teaching and learning of English today is characterised by the diversity of schools, classroom procedures and teaching of textbooks for the purpose of passing the examination.

Objectives

The objectives of the study were:

- To ascertain the status of teaching English at the primary level across the states and UTs in India both as a subject and medium of instruction
- To analyse in depth the curriculum, syllabi and textbooks of English in selected states.
- To find out how English is taught in classes in which it is introduced for the first time by observing the classroom processes in the selected states.
- To observe the training programmes (both pre-service and in-service) for teachers of English and to assess their competence in teaching English at the primary level.
- To make suggestions for improvement in teaching of English on the basis of the findings of the study.

Methodology

The study was undertaken in seven states-, Gujarat, Jammu & Kashmir, Maharashtra, Nagaland, Odisha, Tamil Nadu, Uttar Pradesh and Union territory of Chandigarh. These states were selected to represent five major geographical regions of the country and variety in class at which English is introduced as a language at primary stage.

From each state 2 to 4 districts were sampled with due representation of different geographical regions in the state. From each district two to three blocks were selected and from each sampled block schools were so selected as to represent all types of schools, urban, rural, large, small, rural interior and tribal. In all 154 schools were sampled from 21 selected districts.

English textbooks in these eight states were analysed using common guidelines for analysis of textbooks and other material

Information regarding the status of teaching of English in primary schools was collected through discussion with teachers and observation of classrooms to understand the lacunae in teaching of English and to make suggestions for its improvement.

Information about the content and approach to teaching of English in primary schools and teacher training programmes (pre-service and in-service) as available from syllabi and other documents collected from sampled states and UT was also analysed. In each state DIETs of sampled districts were visited to observe the training programme with specific focus on teaching English as a subject. Two in-service teacher training programmes for teachers were also observed in each state.

Main findings

The main findings of the study are being summarized below:

- The state textbooks at level 1 (classes I & II) focus less on the listening and speaking skills and do not build familiarity with the language. They also do not link the child's life at school to life outside the school.
- Print rich environment was not evident in the schools. Children did not get opportunity to listen to language or speak in English. They were not able to narrate experiences, exchange ideas and carry out brief conversations in English.
- In most of the schools TLM grants were used for purchasing charts and colours which were later kept with care under lock and key. However, there were some exceptions too, for example, in Odisha and Yavatmal (Maharashtra), TLM grants were being used optimally.
- Libraries in schools were found to be inadequately equipped and sparsely furnished, even non-existent.

Teacher Training

- The minimum qualifications of students for admission to professional training (B.Ed / D.Ed) varied across the states/ UT .
- There was greater emphasis on theory than practice in the pre-service training programmes in sampled states.
- Linkages between theory and practice were weak.
- Actual hands-on experiences were not given during practice teaching in some of the training programmes.

Visits to the different training institutions did not show good models of interaction or task-based approaches being adopted in training of student teachers.

Most of the in-service training programmes were not organised according to the needs of the teachers. Also, the resources were not utilized properly. The transactional approach adopted in majority of In-service Teacher Education programmes remained confined to the lecture method with little scope and opportunity for trainees to actively participate in the training process.

Classroom Processes

Observation of classroom processes in the selected States/UT brought to the light some salient points, which are summarized below:

- In the states like Nagaland and Kashmir where the medium of instruction is English as per state policy, teachers were seen to resort to regional/ local languages to facilitate child's learning.
- In all the states, as regards the skills of Listening, Speaking, Reading and Writing (LSRW), it was seen that the teachers' effort to develop skills of listening and speaking was not there. Emphasis was more on developing reading and writing skills. Teachers felt that listening and speaking get covered in reading and writing.
- The teachers in all the states/UT have fallen into what is called "The Textbook Trap", instead of treating the textbook as a tool, the teachers and students were entirely dependent on the books, they adhere only to the written word and printed instructions. The teachers do not move beyond the textbooks.
- After going through primary classrooms in 8 states/UT, four practices were mainly observed through which a teacher develops reading skill amongst the students. These were: silent reading, choral reading, pair reading, and reading aloud. Amongst these practices, reading aloud was preferred by nearly 80% of teachers whereas choral reading was being practised in about 10% of the cases and silent reading and pair reading in about 5% of cases each.
- Teaching of writing skills was far from adequate in most of the states. Students in Maharashtra, Odisha, Jammu and Kashmir, Gujarat, Nagaland and Uttar Pradesh just copy the text written by teachers on the blackboard. In Chandigarh and Tamil Nadu teachers gave some visual inputs before assigning writing tasks.
- In all the states it was observed that poems were being taught line by line or word by word and not for appreciating the content.
- Almost all the teachers taught grammar by making students memorize the rules and work on exercises. None of the teachers said that contextualising grammar teaching was the best method.
- Participation of students in the learning process was less in all the states.
- Most of the teachers gave and checked homework.
- Technique in language teaching was not employed in an effective manner. In most of the classroom observations it was seen that the main focus in the class was on questions and answers. Mostly, the teacher asked the questions, students were not motivated to ask question, this deprives the students of practice for communication, command and confidence. Across all the states, just 5 to 10% of students asked questions.

Suggestions

A. For Administrators

- Policy planners need to re-think on introduction of English as Medium of instruction from class I in the states where it is a medium of instruction at present.
- Teachers need to be trained to teach English properly as a language. Efforts need to be made to improve their communication skills. In this context there is a great need for devising course content at central/ regional level keeping in view the teachers' professional qualifications or lack of it.
- Use of multi-media for training of teachers is advised to avoid transmission loss and making effective use of limited number of resource persons.
- Recruitment rules for primary teachers in various states need to be reviewed as the teacher has to teach all the subjects.
- Curriculum and text books in states need to be worked upon to bring them in sync with National Curriculum Framework work.
- The syllabus for pre-service training programmes at state level needs to be redesigned keeping NCF-2005 and National Curriculum Framework for Teacher Education (2009) in focus.
- For pre-service Teacher Education, networking between institutions like NCTE, NCERT, SCERTs, DIETs as well as Regional Institutes of English is essential. NCTE and NCERT need to collaborate to bring out materials on extended practice teaching which needs to be at least for six months duration.
- Defunct organizations like Resource and Training Centres should be revived and made operational.
- Regional Institutes of English (in Chandigarh and Bangalore) and English Language Teaching Institutes (ELTIs) should also support training programmes of teachers both pre-service and in-service at elementary level.
- State Institutes for Languages should be set up to improve teaching learning of languages at various levels including elementary level.
- Short term training programmes, bridge courses and content specific training program modules need to be developed specifically for primary teachers to teach English.
- Every three years a certification program for teaching English may be offered to refresh teachers' skills of teaching and for proficiency in English.

B For Textbook Developers and Teacher Trainers

- The concept of language teaching as teaching of **skills** and not only the **content** needs be drilled into the teachers.
- The textbooks need to incorporate activities and questions which give space, time and freedom for inculcating creativity and developing imagination of the child.
- Emphasis should be more on the listening and speaking skills while designing books.
- All teachers teaching English need to be trained in the use of phonetics as clarity and intelligibility are the two major dimensions of proper pronunciation.
- Training programs must have a component of peer teaching and demo teaching along with its in-depth and objective analysis and realistic evaluation.
- Under CRCs/ BRCs, local teacher development groups should be set up for teachers to exchange notes and resolve any problem and apprehension regarding teaching of English.

C. For teachers

- Teachers should develop Class libraries/ library corners to promote the habit of reading amongst children. They should create an input rich environment (Big books, small books etc.) for children in class to make English learning enjoyable.
- The teachers need to read books in English for professional development, they should become members of libraries, English language groups or teaching associations.
- Teachers need to be more creative in the use of textbooks, as textbooks cannot give everything. Lots of oral and written practice needs to be carried out using material beyond textbooks.
- Poetry needs to be taught for appreciation, enjoyment and pleasure with proper feelings and recitation with proper rhythm, music and sound.
- Attempts should be made to contextualise grammar.
- Homework should be made use of to identify learning deficiencies and teachers should make efforts to address these.
- Students need practice in asking a wide variety of questions (personal, comprehension, grammar and general questions) as well as in answering them.

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CONTENTS

CHAPTER -1	INTRODUCTION	1-6
CHAPTER-2	OBJECTIVES AND METHODOLOGY	7-12
CHAPTER-3	STATE PROFILES AND FACILITIES IN SCHOOLS	13-25
CHAPTER-4	CLASSROOM PRACTICES	26-47
CHAPTER-5	ISSUES RELATED TO TEACHERS TEACHING ENGLISH	48-60
CHAPTER-6	TEACHER PREPERATION AND DEVELOPMENT	61-77
CHAPTER-7	CURRICULUM AND TEXTBOOKS	78-90
CHAPTER-8	MAIN FINDINGS AND SUGGESTIONS FOR IMPROVEMENT IN TEACHING OF ENGLISH	91-97
REFERENCES		98-99
ANNEXURE		100-101

CHAPTER 1

1. Introduction

India is a multilingual country with numerous languages and dialects. There are 1,652 languages/dialects belonging to five different language families in this country. There are 22 scheduled languages mentioned in the 8th schedule of the Constitution.¹ Over 87 languages are used in the print media and 71 languages are used in the audio media. However, only 47 languages are used as the media of instruction in schools and English is one of them. English has been accorded the status of **associate official language** at the national level.

English as a language has been in India for more than a century. But even now, very few can speak English. But in spite of English not being spoken by many people, it has become a major link language at national and international levels and is a commonly used language in offices, business, industry, preparation of professionals like Doctors and Engineers and in research particularly in the fields of science and technology; and so teaching of English in schools has acquired importance in the education system of our country.

English was the primary language for barely 2.3 lakh Indians at the time of the Census-2001 and about 86 million listed it as their second language and another 39 million as their third language taking the total number of English speakers in India to over 125 million.

1.1 English language in India - Historical context

If we look at the history of English in the country, English language gained entry in India with the entry of East India Company. Christian schools (through their missionaries) started functioning in the early 1800s. Macaulay's **Minutes of Indian Education (1835)** advocated the use of English as it was felt that '*Indians cannot be educated by means of their mother tongue. English is the language*'. He also envisaged that English would be the language of commerce, politics and judiciary.

Macaulay's minutes on education dated 2nd Feb, 1835 – approved by the then Governor General of India, William Bentick on March 7, 1835 – became the cornerstone of British India educational policy. English became a language of the affluent in the Indian sub-continent, as a result of this policy. The bureaucracy opened opportunities for those knowing English. It established itself as the language of the elite, intelligentsia and educated middle class.

Before Independence, the Education Act of 1835 saw many changes. William Adam's survey (1835) suggested English as medium of education. During World War-I the child's mother tongue gained attention with Mahatma Gandhi and Gopal Krishna Gokhale advocating its

¹ The 22 languages incorporated in the 8th schedule [Article 344 (1) and Article 351] of the Constitution are: Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Maithali, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Santhali, Sindhi, Tamil, Telugu, Urdu.

importance. The Sadler Commission appointed to look into problem of education called for a policy of coordination between English and the Indian vernacular languages.

After Independence several states adopted the policy of discontinuing teaching of English in primary classes in government schools. As English has become a major language to be used in scientific research, Information Technology and commerce sectors. There has been a significant change in public opinion in favour of English in the recent years resulting in revival of teaching of English as a language at the primary level.

Some of the factors behind the increasing use of English language in the recent years include growth of the middle class, rapid urbanization, changing employment trends, outsourcing of jobs to India in the IT sector, privatization of higher education institutions, widespread use of internet in daily life, popularity of India as a tourism destination, growth of hospitality sector, popularity of English TV channels and films, resulting in increased pressure of admission of young children in English medium schools.

David Graddol in his book `English Next India, The future of English in India, 2009' mentions that in India English is changing its status from a bureaucratic and elite language to one which plays an increasing role in the lives of all citizens. He feels that English has escaped from the library... it has long been thought of as a library language but spoken English skills are now increasingly needed both for higher studies and employment.

A State of the Nation Poll carried out by the Indian TV Channel CNN, in August 2009 found that 87% feel that knowledge of English is important to succeed in life.

It was only a **library** language in the past but it is now viewed as the language of opportunity, of acquiring jobs, quest for global identity and thus prompts efforts of all state Governments to make the language accessible to all.

1.2 Teaching English

As education has an important role in development in India, a number of Commissions and Committees set up by the Government have given their recommendations and suggestions on teaching of English. The *Official Language Commission* under B. G. Kher recommended seven years of English teaching in school (Kher, 1957). The report of the *Education Commission (1964-1966)* recommended teaching of English after the primary level. The Conference on Teaching of English in primary schools suggested changes in the thinking about the proper age and level for teaching of English in schools (Gokak, 1963). The *Kunzru Committee (1959)* recommended English as a second language. The *Central Advisory Board for Education* proposed the three- language formula, which was approved by the Conference of Chief Ministers held in 1961 and was accepted as a part of educational policy – English was to become one of the three languages to be taught at upper primary level- But later most states modified this policy and decided to introduce English at the primary level itself.

Language learning is not just a matter of acquiring the skills of listening, speaking, reading and writing but it consists of developing a communicative competence where these skills are often

used in an integrated manner along with several other abilities that help in conducting a dialogue. The place of English is not merely an educational issue, but it is also an issue of social change, personal advancement and national development.

English in India has become a symbol of people's aspirations for quality in education and a fuller participation in national and international life. The visible indicator of this presence of English is mushrooming of private English medium schools. The pressure of admission in various states in the schools where English is taught from class I or is a medium of instruction from class I itself, shows that English language has acquired an important and an inclusive place in the Indian psyche. It is now a known fact that the *English medium* schools have become popular as many parents want their children to study in such schools. Education being on the concurrent list of every state, the level of introduction of English has now become a matter of state policy responding to people's aspirations. This has made many states to accede to the demand of early introduction of English in state schools

1.2.1. Recent developments

India has one of the largest primary education networks in the world. Educational facilities have witnessed spectacular growth, with rapid increase in the number of schools and enrolment in these schools. In India, development of primary education has been given greater priority and more funds in recent years as it lays the foundation for individual and national development.

The *Sarva Shiksha Abhiyan* (SSA) launched in 2001 is Government of India's flagship programme for providing free and compulsory education to children of 6–14 years age. SSA seeks to provide quality elementary education including language skills. One of the goals is to “focus on elementary education of satisfactory quality with emphasis on education for life skills to be imparted to children for being successful.” Teaching and learning of English is to be given due attention in the programme of improving quality of education.

The *National Knowledge Commission* (2007) felt that the time has come to teach English as a language in school. Early action in this sphere, would help us build an inclusive society and transform India once again into a ‘knowledge society’ which it was a few decades ago. This feature of India had disappeared in the last few decades. It has recommended that English teaching should start from class I so that after 12 years of schooling the learners will have access to higher education and equal access to employment opportunities. This commission has also laid emphasis on the significance of language not only as a medium of instruction or a means of communication but also as a determinant of success towards greener pastures. It was stressed that an understanding or the command over the English language is the most important determinant of access to higher education, employment possibilities and social opportunities.

It has been widely acknowledged that many children who complete schooling are not adequately proficient in English as a language and always suffer in the world of higher education because most of the books and journals are available only in English. Such students find it exceedingly difficult to compete for a place in our premier educational institutions. This phenomenon is imminent in the sphere of jobs also where proficiency in English is an essential and desirable qualification.

The ***Right to Education Act, 2009*** marks a historical moment for elementary education in India. It is meant to ensure that every child has the right to guaranteed quality elementary education. This would also include learning of multiple languages in which English occupies an important place along with the mother tongue. The RTE act has made special provision for disadvantaged groups, such as child labourers, migrant children, children with special needs, or those who are disadvantaged due to social, cultural, economical, geographical, linguistic, gender or other such factors. The target of educating all children at least up to primary level by 2015 is one of the Millennium Development Goals. It will be in the fitness of things if all the children who complete primary education also have a minimum level of proficiency in English.

Introducing English language in schools -Present Status

Recently, most states have introduced English at the primary level, some even in class I (when students are 5 or 6 years of age). English is introduced as a subject in class I in 27 states. In Odisha and Andhra Pradesh English is introduced in class III. In states like Uttarakhand, Chhattisgarh, Kerala, English is introduced as oral skill in class I and II and as a written skill from class III. A table showing the level of introduction of English in the States/ UTs is given below.

Table 1: Class at which English is introduced in the States/UTs

Class	States/ UTs
I	Delhi, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Andaman & Nicobar, Arunachal Pradesh, Chandigarh, Chhattisgarh, Lakshadweep, Maharashtra, Manipur, Meghalaya, Mizoram, Madhya Pradesh, Nagaland, Puducherry, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Assam and Bihar.
III	Andhra Pradesh, Odisha. In West Bengal Uttarakhand, Chhattisgarh, Kerala and Uttar Pradesh (Class I & II oral, Class – III written).
V	Gujarat, Dadra & Nagar Haveli, Daman & Diu.

English teaching has contributed to the rapid mushrooming of private schools that have English as a medium of instruction

In Thane, Maharashtra, *Khairnagar English Primary Municipal School* has eight mediums of instruction, but the enrolment in the English medium was the maximum. The students were from lower and middle strata of society. In Delhi, in Sarvodya Schools, the pressure of admission in the English Medium sections keeps mounting every year.

English is the medium of instruction in some of the states selected for this study - Nagaland, Jammu & Kashmir; Government model schools, Chandigarh and some schools of Maharashtra. The demand for English medium schools is a pointer for exposure of the language in meaningful contexts. However, in these schools, other Indian languages are also used by accepting the multi-lingual approach. English needs to be seen in relation to other subjects and across the curriculum approach needs to be followed. This perspective will bridge the gap between English as subject and English as medium of instruction.

1.3 Issues

The National Curriculum Framework-2005 (NCF 2005) lays stress on the use of child's mother tongue as a medium of learning at the primary level. At the same time Teaching of English in an appropriate manner to enable the child to acquire sufficient proficiency in the language has also been given due importance in the NCF-2005. As per the National Curriculum Framework- 2005 *at the initial stages, English may be one of the languages for learning activities that create the child's awareness of the world.*

The English teaching experts recommend that English should be introduced late and not from class I and this is reflected in spirit in various policy documents.

The NCF 2005 lays stress on the use of child's mother tongue as a medium of learning at the primary level. It has stated that it should be the effort of the Indian educational system to teach English to every Indian child and to ensure that she/he gains a sufficiently high level of proficiency in it and not suffer discrimination for lack of it.

The teaching and learning of English today is characterized by the diversity of schools and linguistic environments, and by systematically pervasive classroom procedures of teaching a textbook for success in an examination. The emphasis should be on teaching language use in meaningful and often multilingual contexts. For the majority of our learners, what is needed is a basic or fundamental competence in the target language.

We are all aware that some children come to school with the knowledge of more than one language and always have the potential of learning several languages at the same time. Knowledge of more than one language helps children in many ways. It helps them to:

- acquire higher level skills in the languages they already know;
- learn other languages and new subjects with ease;
- understand new cultures;
- become sensitive to other children and their languages;
- appreciate different perspectives on the same issue; and
- develop higher level analytical abilities.

Thus, teaching of English along with the mother tongue has other advantages too as pointed out above. With reference to teaching of English at primary level, the following three major questions need attention:

- I. Are policy planners clear about the policy of when and how to introduce English?
- II. Are the teachers prepared?
- III. Have adequate materials been prepared by the states?

Another question in this connection which also need to be answered at some stage is: what efforts are being made to promote development of languages in a multi –lingual country like India?

These questions bring us to reflect upon the main goals of English language learning which are (a) attainment of basic proficiency in English and (b) development of English language into an instrument for further knowledge acquisition.

This study has attempted to answer the above questions on the basis of data collected from schools and teachers in eight states.

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CHAPTER 2

OBJECTIVES AND METHODOLOGY

2.1 Objectives of the study

As English has been introduced at primary level in almost all the states of the country in the recent years, the Ministry of Human Resource Development commissioned a study to assess the current status and quality of English teaching in primary schools and to find out what problems are being faced in teaching it effectively.

The specific objectives of this study were:

- 1) to ascertain the status of teaching English at the primary level across the States/UT in India both as a subject and medium of instruction
- 2) to analyse in-depth the curriculum, syllabi and textbooks of English in selected States/UT
- 3) to find out how English is taught in classes in which it is introduced for the first time by observing the classroom processes in the selected States/UT
- 4) to observe the training programmes (both pre-service and in-service) for teachers of English and to assess their competence in teaching English at the primary level
- 5) to make suggestions for improvement in teaching of English on the basis of the findings of the study

2.2 Sampling

The following States/UT were selected to represent the five geographical regions of the country and variety in classes at which English is introduced as a language at primary stage.

1. Gujarat	3. Jammu and Kashmir	5. Maharashtra	7. Odisha
2. Uttar Pradesh	4. Nagaland	6. Tamil Nadu	8. Chandigarh (UT)

A) Sample

In all, **154 schools** were selected for this study from 2 to 4 districts in each state. First, two to three blocks were selected in each district, then from each sampled block, the list of schools was procured and a sample of schools was drawn keeping in mind urban, rural, large, small, interior, rural, tribal categorizations. Details have been provided in the Table 2.1.

Table 2.1: No of districts, blocks and schools selected in the 8 States/UT

Sl. No	State	No. of districts selected	No. of blocks in each district	Sample of schools for Classroom Observation				
				Urban	Rural	Tribal	Private	Total
1.	Gujarat	3	2	3	12	3	3	21
2.	Tamil Nadu	3	2	3	12	3	3	21
3.	Maharashtra	3	2	4	12	2	3	21
4.	Odisha	2	3	3	12	3	3	21
5.	Nagaland**	2	3	2	0	10	3	15
6.	Uttar Pradesh	4	2	4	16	0	3	23
7.	Chandigarh	1	2	6	2	0	3	11
8.	Jammu & Kashmir	3	2	3	12	3	3	21
	Total	21	18	28	78	24	24	154

* Urban schools were selected from the urban areas of the district.

** Rural schools in Nagaland are included under Tribal.

The project team members visited the States/UT and collected data from schools some of which were located in the remotest corners of the state. In Maharashtra—*Yavatmal* was a tribal district that was visited. In Odisha, the team members visited *Santhal* region. In Uttar Pradesh, *Ballia* another backward area was covered in the study. In Gujarat, *Sabarkantha* an interior tribal area was selected. The list showing the selected districts is given below.

Table 2.2: The names of selected districts are given below

S.No	State	Districts selected
1.	Chandigarh	Chandigarh
2.	Gujarat	Bhavnagar, Gandhinagar, Sabarkantha,
3.	Jammu & Kashmir	Srinagar, Budgam, Jammu
4.	Maharashtra	Buldana, Pune, Thane, Yavatmal (3)
5.	Nagaland	Kohima, Dimapur
6.	Odisha	Khurda, Balasore & Mayurbhanj (2)
7.	Tamil Nadu	Trichi, Coimbatore & Thiruvannamalai
8.	Uttar Pradesh	Allahabad, Ballia, Saharanpur & Jhansi
Total	8 states/ UT	23 districts

The Government and Private schools were also compared on the criteria of teaching-learning practices, norms followed, professional development of teachers in English (in-service training, use of training in their teaching etc.) and the syllabus and textbooks used to teach English.

B) Methodology of data collection

- Information regarding the status of teaching of English in primary schools and teacher training programmes (Pre-service and In-service) as available from syllabi, textbooks and other documents was analysed. Same information was collected from a few other states as well such as Andhra Pradesh, Bihar, Delhi, Rajasthan and Tripura.

- For in-depth study of the status of English teaching in the selected 8 States/UT, the respective State Project Directors, Directors of Education/Primary Education, SCERT's, RIE's were interviewed.
- Curriculum, syllabi and English textbooks etc. were collected from the State Textbook Boards or agencies responsible for preparation and publication of text-books and syllabus for analysis at the state level and national level.
- The tools were tried out in different states in government schools to check whether they address the requirements of the research objectives. Teacher training manuals and teacher guides (Pre-service and In service) in the selected States/UT were procured for analysis.

2.3 Tools

Tools were developed for collection of qualitative and quantitative data on various aspects such as status of teaching of English, classroom interaction, teacher profile, textbook analysis, teachers training modules and processes, student and teacher competence, etc. The tools developed were:

- State Proforma
- School Schedule
- Teacher Questionnaire
- Classroom observation schedule
- Observation Schedule for Pre Service Teachers' Training Programme
- Observation schedule for In Service Teachers' Training Programme
- Textbook Evaluation Guidelines
- Interview schedules for (i) students and (ii) parents

2.4 Analysis of Textbooks and Teacher Training Material

Effort was made to study and understand the ways in which English is being taught in government schools across the country. Earlier analysis of the textbooks conducted by NCERT and resource groups (before 2005) indicated the inappropriate nature of the books and pointed out lack of a comprehensive strategy for English Language Teaching (ELT), and lack of teachers' competence to understand and teach the English texts of classes III/IV/V. It also revealed complete mismatch between the level of English language used in the language textbooks and difficult concepts used in the English medium textbooks of classes III, IV and V.

At the national level there was need for studying the nature of textbooks being used for English teaching, teacher preparation for teaching English as a subject or using English as a medium of instruction and the methodology used in classrooms.

Textbooks of the 8 selected states were analysed by teams of experts drawn from NCERT, including some from RIEs. These were looked at in terms of appropriateness of structure, design, content, vocabulary etc. They were also examined from the point of view of emphasis laid on listening and speaking skills along with reading and writing. Discussion with teachers and classroom observations helped in understanding the process of teaching English.

The material used for teacher training was collected from the States/UT and was analysed in terms of its appropriateness and quality.

2.5 Classroom Observations

English is introduced from class I in Chandigarh, Jammu & Kashmir, Tamil Nadu, Uttar Pradesh, Maharashtra and Nagaland. Primary classes from I to V were observed in Chandigarh, Jammu & Kashmir, Tamil Nadu, Uttar Pradesh and classes I to IV were observed in Maharashtra and Nagaland. In Odisha and Gujarat, English is introduced from class III and V respectively, hence classes III-V were observed in Odisha and classes V-VII were observed in Gujarat for documenting classroom processes in the teaching of English.

To find out how the teachers teach English as a language and the level of preparation of teachers, classroom processes during English periods in sampled schools were observed in each state. The observations were focused on development of listening, speaking, reading and writing skills, medium of transaction, use of TLMs and availability of reading material in English. An attempt was also made to evaluate the effectiveness of these methods.

Classroom observation Schedules were developed for recording observations on pedagogy, content and evaluation methods. The teachers teaching English classes in the sampled schools were interviewed. Issues related to transaction of textbooks and reference materials used for improving professional competence were covered in the interviews.

2.6 Observation of Training programmes for Teachers

Teacher development in the form of pre-service and in-service teacher training is an important input to enable teachers to transact curriculum through a student centered, participatory approach to ensure quality elementary education.

It was important to find out how (i) pre-service training and (ii) in-service training programmes are helping development of teachers' skills in transacting curriculum and motivating students and thereby leading to meaningful classroom processes and improvement in students' comprehension.

Pre-service training programmes for primary teachers are being conducted by different state level institutions to train the candidates wishing to join teaching profession /or those who are already in service but do not possess the required professional qualification. Some of the training classes in English in **two** such institutions in each state were observed.

In-service teacher training programmes, in general, have been developed in every state with active involvement of SCERTs and implemented at district or block level every year with the support of DIETs, BRCs, CRCs and NGOs. Two such programmes in most of the states were also observed.

In some states, like Uttar Pradesh and Gujarat, these could not be observed as teachers were busy in other work such as Census work, election duties, Pulse Polio programme etc. In Maharashtra

and Odisha, in-service training was not conducted during 2009-10 so the previous year's documents were collected and studied.

2.7 Data Collection Strategy

- At the national level, the Department of Languages, NCERT which was responsible for the study and coordination with all the 8 States/UT, collected and analysed the textbooks and secondary data received from all the states/UT. It was assisted by an Advisory Committee in development of tools and taking key decisions on the conduct of the study.
- In each of the 8 States/UT, either NIE or RIE (Regional Institute of Education) was the nodal institution.

Table 2.3: NIE/RIE- nodal institutions for the study in the selected States/UT

S.No.	State	Nodal Institution
1.	Gujarat	NIE, Delhi
2.	Nagaland	NERIE, Shillong
3.	Odisha	RIE, Bhubhaneshwar
4.	Uttar Pradesh	NIE, Delhi
5.	Maharashtra	NIE, Delhi
6.	Jammu & Kashmir	RIE, Ajmer
7.	Chandigarh	NIE, Delhi
8.	Tamil Nadu	RIE, Mysore

- The task of the nodal institutions was to get the data collected through research assistants (Junior Project Fellows) after training them and to prepare state level report of the study.
- Tools were developed centrally in collaboration with state level institutions. Guidelines for classroom observation and observing training programmes were also developed centrally.

2.8 Data collection

On visiting the schools, data related to teaching of English was collected through:

- classroom observation
- interviewing teachers teaching English
- interaction with students and their parents

Preliminary data was collected through the state and school schedules which provided information about the state schools, the environment, the physical facilities (room size, seating arrangements, drinking water) etc.

2.9 Data analysis

The data collected through the tools was both quantitative and qualitative in nature and analysed accordingly. Quantitative data pertained mainly to the class size, available instructional aids, teachers' academic and professional qualifications, teaching experience and available infrastructural and physical facilities. The interpretation of information is corroborated with the qualitative analysis of data from classroom observations, interviews of teachers teaching English, interaction with students and their parents and analysis of text books. Further, all the evidences were triangulated essentially to provide an insight into the teaching of English in schools and the teaching methods used by teachers.

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CHAPTER 3

STATE PROFILES AND FACILITIES IN SCHOOLS

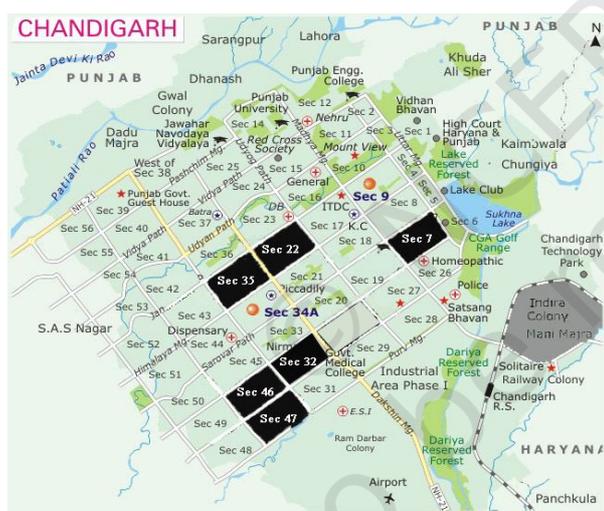
‘ To create suitable conditions for India to become a knowledge society in the new millennium, it is essential to make the best possible education available to all sections of society, bridging the gap between English medium and regional language medium schools and that between the rural and the urban as well as the government schools and privately run schools.’

(The National Knowledge Commission, in its introductory remarks on language policy)

3.1 Educational profile of the selected eight States/ UT

i) Chandigarh

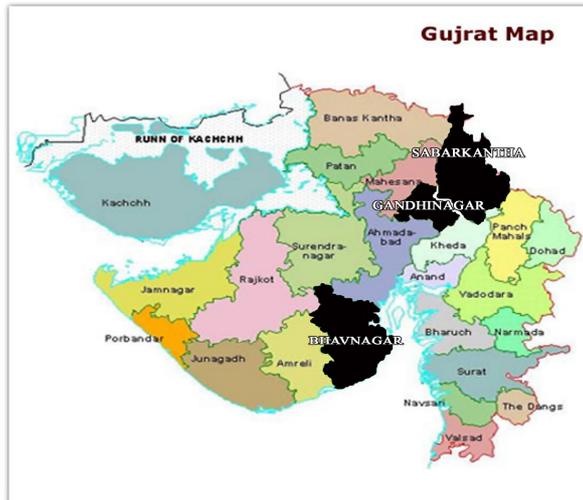
The Union Territory of Chandigarh was constituted as a UT on 1st November 1966. It serves as the joint capital of Punjab, Haryana and Union Territory of Chandigarh. It has been organized into 63 sectors. English is the official language of the UT but Punjabi is spoken widely along with Hindi. There is no DIET, BRC, School Education Board or Text book board for the UT. The State Institute of Education organizes pre-service and in-service programs for the school teachers. It develops the instructional material and training packages meant for in-service teacher training and also undertakes surveys and studies related to school education. Regional Institute of English is situated in this Union Territory which works for the improvement and development of English language. The academic session begins in April and ends in March. There are 7 Panchayats for rural/ semi-urban sectors. The schools in Chandigarh are grouped into 20 clusters,



In all there are 110 schools (107 regular schools and 3 evening schools) out of which 90 schools have primary sections. The total number of primary teachers at the primary stage was 1454 (1054 female and 400 male teachers). The basic qualification for appointment of primary teachers is BA+JBT/ETT. There is no single teacher (primary) school in the Union Territory at present. Chandigarh administration follows 5+3 pattern of elementary school education comprising of four stages in education, classes (I-V) constitute lower primary and classes (VI-VIII) upper primary stage. The minimum age for admission to class-I is five plus.

ii) Gujarat

In Gujarat, the academic session is from June to May. In Gujarat there are 26 districts out of which 3 districts **Sabarkantha**, **Gandhinagar**, and **Bhavnagar** were selected for this study. There are 26 DIETs, 221 BRCs, 6 URCs, 3337 CRCs and 37794 primary schools. The total



number of primary teachers at the primary stage is 247901 (134700 female and 113201 male). Teachers are not appointed specifically to teach English at primary level. The prescribed qualifications for appointing primary teachers are 10+2 certificate and 2 years PTC. Gujarati is the official language and Hindi is the other widely used language in the state. The medium of instruction in primary schools is *Gujarati*, in urban areas Urdu, Oriya, Marathi and English are also mediums of instruction in some schools. Gujarat Council of Educational Research and Training (GSCERT) develops the curriculum and syllabi for the entire network of school education. DIETs

conduct both pre-service and in-service training programs in the state. Elementary education in Gujarat which was from classes I to VII, is in the process of switching over to a cycle of classes I to VII.

iii) Jammu and Kashmir

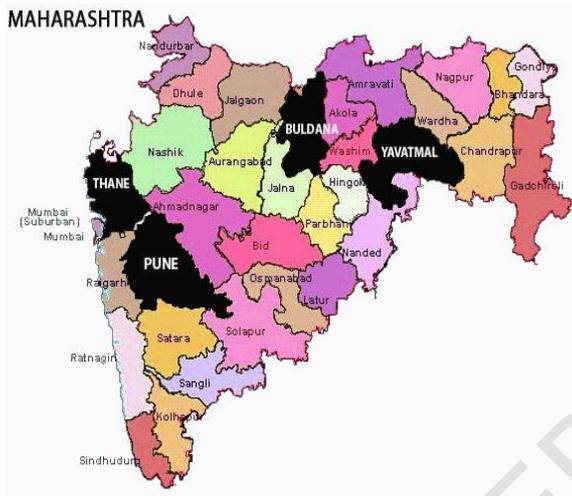
Jammu & Kashmir consists of three divisions namely Jammu, Kashmir Valley and Ladakh. There are 22 districts out of which 18 are rural, 2 urban and 2 tribal. There are 22 DIETs, 199 BRC, 1600 CRC and 8424 primary schools. The total number of primary teachers at the primary stage is 33909 (11853 female and 22056 male teachers). **Srinagar**, **Budgam** and **Jammu** districts were selected for the study. The academic session in the state is from March



to December. The classes at primary stage are from I–V. The official language of the state is *Urdu*. The other widely spoken languages in the state are Kashmiri, Dogri and Pahari Ladakhi. The medium of instruction in primary schools is English. English is introduced in class I. SIE/JKBOSE initiated the curriculum revision exercise. Jammu and Kashmir Board of School Education is responsible for distribution of textbooks at primary level. The state of J&K uniquely has two State Institutes of Education, one at Srinagar and other at Jammu due to its administrative structure. These

institutes function under the Directorate of School Education. The SIEs were established to take the responsibility of in-service teacher education programme for school education, curriculum development and innovative practices. The SIEs have separate Department of Languages.

iv) Maharashtra



Maharashtra has 35 districts (18 rural, 3 urban and 14 tribal). The academic sessions start from June to May. Four districts Buldana, Pune, Thane and Yavatmal were selected for this research study. There are 29 DIETs, 405 BRCs, 5738 CRCs and 86,000 primary schools. The total number of teachers in government primary schools is 4,86,000. Teachers are not appointed specifically to teach English at the primary level. The state prescribed qualifications for appointing regular primary teachers are High School Certificate. and D.Ed. There are schools with different mediums of

instruction. The Mediums of instruction are Marathi, English, Urdu, Hindi, Gujrati, Kannada, Telegu, Sindhi and also Tamil and Bengali in some schools. The official languages of the state are Marathi, English and Hindi. Marathi and Hindi are spoken widely. Maharashtra's pattern was classes I-IV as lower primary and V-VII as upper primary classes. The elementary education cycle of classes I to VII is now being adopted by the state. There are two types of primary schools for primary level education in the state. The first category is of primary schools which run classes from I-IV and the second category is of those schools which run classes from I-VII. These schools are run by local bodies viz, Zilla Parishad, Municipal Corporation and Cantonment Board. Some primary schools are managed by private institutions and NGOs too.



v) Nagaland

The state of Nagaland has 11 districts and these districts are classified under the tribal category. There are 6 DIETs working under SCERT and 46 EBRCs and no CRCs. The study focuses on two districts of **Nagaland; Kohima and Dimapur**. The total number of govt. primary schools in the state is 1472 and the total number of primary teachers is 8986. The academic session at the primary stage was of 180 instructional days, which commenced from

is Tamil and English. While Tamil is the medium of instruction, English is introduced as a subject from Grade 1. The curriculum for primary classes was revised in 2010 and is based on NCF 2005. Textbooks based on the new curriculum are being prepared in a phased manner with texts for classes I & VI being introduced in 2010-11 and for remaining classes in 2011-12. The textbooks are developed by DTER and District Primary Education Programme through a team of writers which includes teachers and ELT professionals. Activity Based Learning (ABL) has been adopted in all schools and ABL cards are used in conjunction with textbooks, workbooks and specially prepared CDs in all primary grades i.e. from I to IV.

viii) Uttar Pradesh

Uttar Pradesh is divided into 75 districts with Lucknow as its capital. In Uttar Pradesh 4 districts- **Allahbad, Ballia, Saharanpur** and **Jhansi** were selected for this study.



There are 70 DIETs, 620 BRCs and 141058 primary schools. The academic session in the state is from 1st July to 20th May. Number of sample schools selected for data collection is 23 (16 rural, 4 urban, 3 private). The total number of primary teachers at the primary stage is 315660 (126264 female and 189396 male teachers). The academic qualification for appointing a primary teacher is B.A and BTC. The official language of the State is *Hindi* and medium of instruction in

primary schools is Hindi. The existing curriculum at the primary stage is based on NCF 2005. The agencies responsible for curriculum revision are SCERT and SIE. Curriculum is revised after every 5 years.

Pupil Teachers ratio

The mammoth task of educating more than 188 million children in over a million primary schools in India is not only a challenge but a herculean task which requires a well thought-out vision and an implementable action-plan within a time frame. The RTE (Right to Education Act, 2009) envisages that all out-of-school children will be admitted in schools.

NCF 2005 suggests PTR should be 30:1. Jammu and Kashmir and Nagaland have low PTR. There teachers and students get more opportunities to interact in the classrooms. Primary classrooms in Uttar Pradesh were found to be overcrowded which affects learning environment in the classrooms.

The major challenges before us is to bring the pupil-teacher ratio to 30:1 as prescribed by the RTE Act. The state wise pupil teacher ratio is shown in Table 3.1

Instructional days

Table3.1: PTR and Average no. of instructional days in the 8 states

Sl. No.	State/UT	No. of primary schools	Enrolment (I-V)	PTR	Working days
1.	Chandigarh	110	89729	25	220
2.	Gujarat	37794	5808741	32	216
3.	Jammu & Kashmir	8424	1288047	16	213
4.	Maharashtra	86000	10401607	27	216
5.	Nagaland	1426	286235	20	180
6.	Odisha	48834	4467390	31	203
7.	Tamil Nadu	31001	6148411	29	217
8.	Uttar Pradesh	141058	24943369	52	187

(source: State reports)

Uttar Pradesh had the lowest number of instructional days. The reason cited was that the teachers were deployed for census work, election work, and other projects. In *Jammu and Kashmir* the number of teaching days was affected by unexpected bandhs, curfew and strikes etc.

School Infrastructure

Schools are institutional spaces for learners, both students and teachers. They are also spaces where children feel safe and where teachers find the work to be meaningful and professionally satisfying. The physical and psychological dimensions of the environment are important and interrelated. The physical environment plays a vital role in learning. It is imperative to have some of the essential learning conditions for primary schools. These are:

Essential physical facilities

- well-ventilated classrooms for 30-40 children
- clear, visible, well painted blackboards
- drinking water/toilet facilities
- adequate mats/ furniture
- a playground
- supplementary resource materials

By and large, urban primary schools in *Chandigarh, Gujarat and Tamil Nadu* had good buildings, properly white washed, well ventilated classrooms, adequate drinking water facility, adequate furniture for both teachers and students, playground facility or open space. These facilities were inadequate in rural primary schools. Facilities in primary schools in *Jammu and Kashmir, Maharashtra, Nagaland, Odisha and Uttar Pradesh* were seen to be inadequate in terms of availability of these facilities.

Table 3.2: Pre schooling facility, type of schools building, Drinking Water and Toilet facility in sampled schools

Sl. No.	State/UT	No. of sampled schools	Pre schooling facility	Schools building	Drinking Water	Toilet in schools	
						General	Girls
1.	Chandigarh	11	9	Pucca	11	11	-
2.	Gujarat	21	3 urban areas	Pucca	21	21	-
3.	Jammu & Kashmir	21	9	16 schools had pucca buildings	21	16	16
4.	Maharashtra	21	18	17 ; 4 (partly pucca)	21	21	-
5.	Nagaland	22	N.A.	8 schools need major repairs	15	16	13
6.	Odisha	22	14	18 (3 partly pucca)	22	22	22
7.	Tamil Nadu	24	In all schools	Partly pucca- 33.3% in urban, 66.7 in tribal, 33.37 Govt. Aided school.	24		24
8.	Uttar Pradesh	25	Urban areas in Allahabad	All schools classrooms.	25	25	25

In Jammu and Kashmir, due to shortage of rooms in the government schools some classes were held in open space/ verandahs.

In Nagaland, a few Government Primary Schools did not have adequate desk/benches in classrooms. However, the situation was different with the teachers' room. There were adequate tables/chairs, etc. for them. Drinking water was also available in most of these schools.

In Odisha, the **source of drinking water** in the schools is either tube well, well or taps. In rural schools, though there are tube wells, there is water scarcity. The entire village depends on the tube well of Amarda primary school for drinking water. In 8 schools there was aqua pure facility.

In Uttar Pradesh, the verandahs were found to be covered in 1 or 2 schools of Ballia district to accommodate children.

In Tamil Nadu, almost all schools had adequate rooms, which were utilized for classroom instruction. But 6 rural schools of Tamil Nadu were found to be utilizing verandahs for class rooms and in one school, one class was held in open space due to shortage of rooms.

Table 3.3: Facility of furniture/mats for students in sampled schools in the selected States/UT

S.No.	States/UT	Facility of furniture/mats for students
1.	Chandigarh	7 schools had furniture. 4 schools had mats. Seating accommodation was satisfactory.
2.	Gujarat	In rural and tribal schools mats and small tables and in urban schools desks and benches were used. Seating arrangement was satisfactory.
3.	Jammu & Kashmir	Adequate physical infrastructure in private schools. Due to lack of sufficient space for classroom organisation, some classes were held in open space.
4.	Maharashtra	Mats were used for seating in most of the schools which had desks and benches.
5.	Nagaland	There were desks and benches in all the schools (Private and govt. schools.)
6.	Odisha	In 8 schools students were seated in rows, in 6 schools in groups and in 7 schools in small groups.
7.	Tamil Nadu	In all urban and most rural (92%) schools had adequate furniture/ mats for all students.
8.	Uttar Pradesh	Mats for students in government primary schools and desks and benches in private schools

We find that in all the 8 states/UT, in the case of sampled schools, the buildings were poorly maintained except in *Chandigarh* and urban areas of *Gujarat* and *Tamil Nadu*. In Maharashtra (Bandra), the schools had pucca building but due to floods and rains the buildings were in bad condition and not repaired or whitewashed. In Nagaland, the schools seemed ravaged by rain. All the schools were ventilated but electricity connections were broken and missing in Ballia district of Uttar Pradesh. In Gadwar and Rasada block of Ballia district only one or two government schools had fans in classrooms. In rural schools, in all the states, mats were available and in urban schools desks and benches were provided for seating students. Chairs and tables were available for teachers. In Sabarkantha district of Gujarat, the headmaster's room was being used as classroom in one of the schools.



Head-teacher's room used as classroom in a school in Sabarkantha (Gujarat)

Sufficient rooms were available for teaching in urban areas of the sampled states. In some rural areas of U.P., J&K and Tamil Nadu, classes were held in verandah/ open space due to lack of space. In one or two schools in Bhavnagar district multi-grade classrooms also existed due to lack of adequate space.

In rural areas it was found that classrooms were not spacious and there was need for more classrooms and furniture. Notice Boards were available in all the schools.

Library

In all the states/UT separate rooms or spaces have not been provided for library in the schools. Most of the schools, in all the states except Chandigarh, had **poor library facility**. There were only a few books and they were kept in almirahs, generally in the headmaster's room. Children had little access to these books. But in the class time table one period per week was there for library work. Most of the books were in mother tongue with few books in English. English **dictionaries** were noticed in regional languages such as *Ajanta* dictionary in Odisha, *English to Gujarati dictionary* in Gujarat, *My First English Marathi Dictionary* in Maharashtra. Children were not encouraged to read books as there were no English story books and also books were not issued to them.

In Chandigarh, class library was seen in urban schools. *Barkha* series developed by NCERT was displayed in classes I and II in urban schools, but English story books were very few. In semi urban schools the concept of a class library is not being practiced in its true spirit though the *Barkha* series has been given to the schools. Most of the schools have school libraries; 5 schools have provision for a library period once a week; 2 schools had a library period, twice a week and 1 school had a library period once in two weeks. Out of the total number of schools surveyed, 3 schools did not mention any library period in their time table. Some of the English story books available were *Panchatantra*, *Chandamama*, *Tenlirama*, *Vikram & Betal*, *Pigs can't fly*, *Noddy tales*, *CBT books and poems*, *Jack & Jill poems and comics*. Out of 11 schools, 9 schools said that they had *Oxford Advanced Learner's Dictionary* / *Webster's Dictionary* / *Oxford Hindi-English Dictionary* in their libraries; 2 schools mentioned that they did not have a dictionary



Class Library in a school in Chandigarh



Children using Class Library Books in Chandigarh

In **Gujarat**, in the schools of tribal district of Sabarkantha (Parosada, Parosada Campa, and Kalwanvasahat), teachers had a colorful Picture Dictionary from Nav Bharat publication but it was kept in the almirah. When the team requested them to teach some words by using this dictionary, teachers themselves were unaware of how to use it, how to relate to common life situations, or any word to interesting situation in the classroom. Apart from this, school libraries comprised only of Gujarati story books. English story books, fairy tales were not seen.

In Gujarat, one school teacher in Sabarkantha district, said that she uses English-Gujarati dictionary and for reference she keeps Oxford Dictionary at home. In the rest of the states, class library was not seen. Books were available in regional languages with no accessibility to the primary learners and no encouragement to develop the reading habit by the teacher.

CHAPTER 4

CLASSROOM PRACTICES

English is now part of the school curriculum. The study of classroom processes is characterized by the material and human resources interacting constantly leading to differences in the school outcomes. Classroom processes refer to all activities of the teacher such as speaking, listening, writing and asking questions etc. which a teacher undertakes in a classroom with the objective of transmitting curricular content to students.



Teacher and student engagement is critical in the classroom because it has the power to define the process which is involved. The curricular inputs are through the prescribed curriculum and textbooks. But learning is also influenced by the ways in which the curriculum inputs are transacted and the conditions in which the curriculum transaction takes place. Thus, every school creates its own unique environment for learning.

During the study, more than 154 schools were visited and classroom processes during teaching of English were observed in more than 600 classrooms in 8 sample States/ UT. The visiting teams observed the processes within the classroom. Interviews and discussions were held with teachers, students, and their parents. Photographs of the classrooms were also taken. Quite often team members interacted with teachers and students in local language to get the feedback. In this study, classrooms were observed to gather information on different aspects of classroom processes viz., classroom transaction, teacher-pupil interaction, children's participation etc.

4.1 Classroom

The observed classrooms represented variety in terms of class size as well as class type (multi-grade and mono-grade situations). All classrooms comprised children with varying interests, maturity level, needs, abilities and achievements. In other words children were at different learning levels.

Table 4.1: Multi grade and mono-grade classes in sampled schools

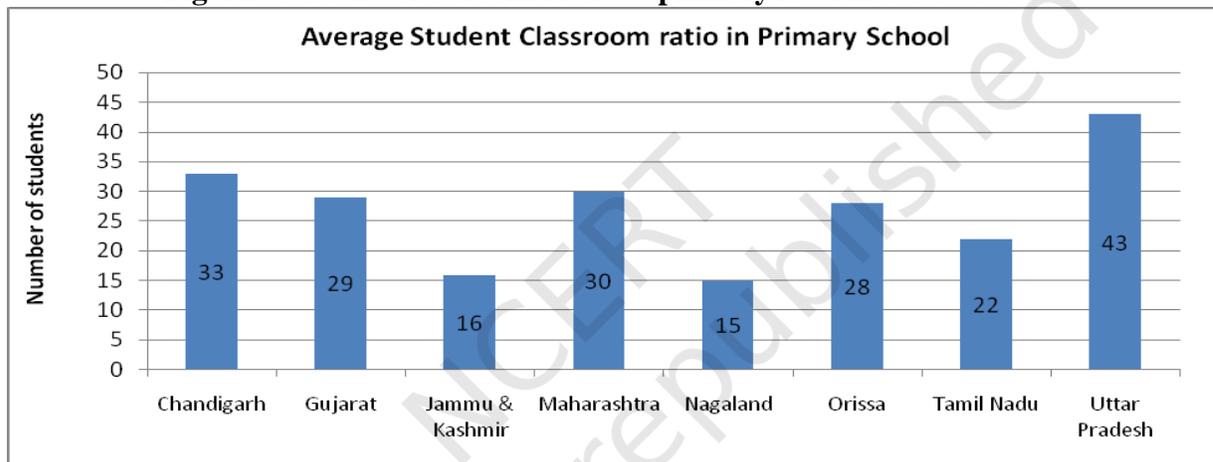
Sl. No	States/ UT	Number of Schools		
		Sampled	Multi-grade	Monograde
1.	Chandigarh	11	0	11
2.	Gujarat	21	2	19
3.	Jammu & Kashmir	21	5	16
4.	Maharashtra	21	3	18
5.	Nagaland	15	1	14
6.	Odisha	21	3	18
7.	Tamil Nadu	21	21	0
8.	Uttar Pradesh	23	0	23

In Chandigarh and Uttar Pradesh all sample schools had mono-grade classes. In Maharashtra, Gujarat, Odisha and Nagaland, majority were mono-grade classrooms. In Tamil Nadu, Nagaland, Jammu & Kashmir, Gujarat, Odisha and Maharashtra more of multi-grade classrooms were observed.

In Jammu & Kashmir, the major reason for multi-grade classes was up-gradation of several primary schools to middle schools recently without the enhancement of staff and infrastructure. As a result two/three teachers were teaching three separate classes simultaneously in a single room.

In all the government primary schools, the walls were smudged and dirty except in Gujarat and Chandigarh. In **Nagaland**, schools located in the rural areas did not have proper entrance and the condition of the road was pitiable.

Fig 4.1: Student Classroom Ratio at primary level in 8 States/UT



(Source: DISE 2008)

The Student Classroom Ratio (SCR) in Uttar Pradesh was more (42) whereas in Chandigarh, Maharashtra, Gujarat it was 32 or less. In most of the rural schools children sat on mats.

In **Chandigarh** in most of the schools students sat in rows. In one school, the benches were arranged in such a manner that the students, while sitting, were facing each other thus forming a small group. In one school the benches were arranged along the walls around the room and there was ample space in the middle of the room where a *dari* was spread. This space was utilized as the activity space for the learners.



Seating arrangements in Chandigarh

In one rural school children were sitting on a *dari* and there was not much space for the students to move about. The infrastructure needed attention.

In **Jammu & Kashmir** classes were generally arranged in groups/rows, and mats were used for students to sit on. In **Nagaland**, children sat in rows on benches with desks in all the schools. In **Odisha**, students in 16 schools were sitting on the floor. One school provided mats for children. In 4 schools, there was provision for desks and benches and in one school each student was given a small table and chair to sit on.

In **Tamil Nadu**, all children sat on mats arranged in such a way that it made it easy for them to sit in groups and for the teacher to move from group to group. The teacher sat on the mat with the students when something had to be explained to a particular group. In **Uttar Pradesh**, children sat on mats in schools in rural areas. In private schools desks and benches were provided for the students.

4.2 The Print-Rich Environment

The atmosphere in which a language is learnt is vitally important and physical conditions have a great effect on learning and can alter a student's motivation either positively or negatively. The use of *charts, labels, children's own work, alphabet charts* indicate a print rich environment, which was observed in most of the urban schools and in some rural schools also. Many classrooms had ready-made charts of animals, birds, colours, etc. There seemed to be little effort on the part of the teachers to prepare the material and display it on the walls and change the material from time to time. Some schools in **Chandigarh, Odisha, Tamil Nadu**, and **Maharashtra** had display of charts, but most of them were there for a long time.



A classroom in Maharashtra



A classroom in Tamil Nadu

In **Chandigarh** charts, labels, children's own written work were displayed in almost all the schools with variance in variety and number. For example, semi-urban schools displayed lesser number of charts. In one school along with print rich environment, different kinds of items such as marbles, stones, matchboxes, coloured papers etc. were kept and used as teaching aids.

Only in **Gujarat**, the class teachers had pasted charts made by children on the walls. There were alphabet charts, numerical charts, children's self made pictures, diagrams of human body etc. Most of the charts had Gujarati labels on them, only a few of them were in English.

In Jammu & Kashmir, the condition of the blackboard in most of the schools needed improvement in terms of size, quality and visibility. There were charts of alphabets and pictures of fruits and animals, flowers etc on the walls of some of the schools but overall there was lack of print rich environment in the classes coupled with dearth of illustrated dictionaries, storybooks, folk tales, phonetic charts etc. as well as media support.

In **Maharashtra**, print rich environment in the class was built through charts, labels, children's own written work, display signs, notices, print alphabets. Schools in urban areas had adequate print rich environment. In **Nagaland**, not many picture displays were seen. Only one bulletin board was available in the government schools

In **Odisha** very few schools (5 only) out of those in the sample, had pictures and displays on the walls. The teachers of 16 schools gave such reasons as students tear off the pictures/displays and white ants eat these up if left outside, for keeping them in a trunk. Due to SSA the government school boundary walls were decorated with beautiful pictures and educative slogans. All these slogans were written in Oriya. In private schools pictures and charts on the school walls were in English. In **Tamil Nadu** because of the ABL methodology all the schools had notices and display boards.

In **Uttar Pradesh** compared to English displays in classrooms, the number of the general bulletin boards was more in the classrooms (26%), the displays for English were less. Most of the schools had no bulletin boards for English display. The data shows that only 13% of the schools had some displays in English Language. If the schools have more bulletin boards, it will be helpful in displaying students' works on the subject along with important pictures and news. The teacher along with the students can use the bulletin board. The display on the bulletin board can be changed from time to time. It was observed that in most of the classrooms, the displays to stimulate English learning were negligible, but in some classrooms, especially in lower classes, general displays were seen on classroom bulletin boards in English.

4.3 Class Library

Sufficient books were not available in the class library. Big books, small books, big story books with small prints, small story books with large prints, pop-up books, talking books with cassettes, parallel language books were not available in any of the schools visited in the selected states/UT. Though some schools have mentioned that *Chanda Mama*, *Amar Chitra Katha*, *Folk tales* and other story books were available in the school library, these were not a part of the class library.

In **Nagaland**, there was no class library in any school and no book in English outside the curriculum. However, there were books written in other local languages like *Tenyidie* and *Hindi* language.

4.4 Blackboards

Black board is the most widely used visual aid. The teacher needs to understand its full potential and exploit the simple techniques for its effective use.

In more than 70% class observations -

- teachers' work on black board was not orderly, neat or clear.
- teacher's hand-writing was not large enough for all students to read.
- the teacher did not stand on one side as she/he explained to enable students to see what s/he was explaining.
- most of the teachers did not erase the blackboard.
- use of coloured chalk was not evident.
- drawing of simple sketches to explain was not observed.

In **Nagaland**, schools that were observed, had no blackboards for children to scribble on, and not many picture displays were seen. In **Uttar Pradesh** and **Nagaland**, blackboards for children were available in all the schools but the condition of the blackboards was bad. It seems that blackboards had not been painted for a long time or if at all painted, the paint was of poor quality. Students were not encouraged to write on the blackboard.

Only in **Odisha** and some schools in **Maharashtra**, the blackboards were at a low level and children could write on it. In **Tamil Nadu**, blackboards painted on walls or resting against the walls of the classroom were provided for children. Some children were found to leave the group in order to write down words on the blackboard. It was observed that children were allowed to move freely around the class as they chose cards for their activity.

As the blackboard is the most widely used teaching-learning aid, care should be taken to see that it is at the right level of the children so that they do not stretch their necks to see it. Children should also be encouraged to use it for individual/ group activities. There can be two blackboards on either side of the classroom to involve more children in blackboard exercises and activities. Many states are experimenting with wall to wall blackboard which can be used for various activities. Portable blackboards can also be used as they can be moved easily.

4.5 Media Support

The use of CDs, Cassettes, Newspapers, were conspicuous by their absence. The following table shows the availability of media. In none of the states these were being used for teaching of English.

Table 4.2: Availability of Media Support in selected States/UT

S. No	Name of the State/ UT	No. of schools	Computer	TV/DVD	Radio	English Newspapers
1.	Chandigarh	11	6	10	8	8
2.	Gujarat	21	5	-	-	-
3.	Maharashtra	21	6	10	8	8
4.	Odisha	21	2	2	-	-
5.	Tamil Nadu	15	-	All	-	-
6.	Uttar Pradesh	21	-	-	-	-
7.	Jammu & Kashmir	21	-	-	-	-
8.	Nagaland	23	6	5	5	5

4.6 Classroom Processes

Classroom transactions with emphasis on teaching methodology adopted by teachers for teaching English language across the selected States/UT were analysed.

Learning takes place through interaction with the environment around nature, things and people, as well as through actions and through language. The physical activity of moving, exploring and doing things on one's own or with one's peers or in the company of adults, and using language—to read, to express or to ask, to listen and to interact – are the key processes through which learning occurs. The context in which learning takes place is thus of direct cognitive significance.

4.6.1 Teachers' preparedness

The teachers in general were not very confident when it came to teaching English. Given below are examples of the statement made by a teacher himself/ herself.

- I am not an English teacher; I **have** to teach English;
- My pronunciation is weak, I cannot speak English correctly and fluently.
- I am not **trained** in English;

This indicates that teachers were not prepared specifically to teach this subject and their own content knowledge may be not adequate enough to take up the task .

4.6.2 Medium of Instruction

Though English is the medium of instruction in **Nagaland**, yet one could find teachers using *Nagamese* in giving simple classroom instructions.

In **Jammu & Kashmir** medium of instruction is English from class I. In **Uttar Pradesh**, except the English text all the instructions are in *Hindi* or *Khari Boli*. Similarly in **Odisha**, **Tamil Nadu**, **Gujarat**, regional language is used to transact the English lesson. Also in Maharashtra, English is not used to transact lessons except where it is medium of instruction .

It is evident that the teachers teaching English were not comfortable in using English. Not only he/she was unaware of the importance of transacting the lesson in simple English, he/ she was not equipped to do so.

4.7 Lesson transaction

It is important to know if the teacher has been able to retain the interest of the children, make the lesson enjoyable with an interesting beginning and ensure students participation throughout the lesson. Also, how does the teacher motivate the children in the beginning of the lesson? Does she use any warm up activities? These aspects were observed during classroom transaction.

Table 4.3: Percentage of classes according to method adopted for initiating lessons

Sl.No.	Method	Percentage of classes
i.	Abrupt starting / reading	80
ii.	Writing on black board/ giving assignments	5
iii.	Informal talk by teacher / recapitulation	5
iv.	Making use of drawing/ song	5
v.	Making use of Teaching aids like pictures cards	5

The table 4.3 shows that most teachers began classes abruptly or by asking children to open the books and read or by reading aloud from the book themselves. While some started with writing exercises on blackboard, in some classes teachers initiated the lesson through informal talk or recapitulation of previous work or by making use of drawing/ song, teaching aids such as pictures, cards etc. (5%).

Most of the time there was no effort made to connect the lesson with previous knowledge, follow-up of previous work or any kind of detailed introduction or warm up activities on the topics to be dealt with.

Use of teaching aids such as flash cards, charts and replica of small things was observed in some schools in Tamil Nadu and Yavatmal district of Maharashtra. In Tamil Nadu, ABL cards are the main teaching aids and in Yavatmal small replica of various vegetables, fruits, vehicles, clothes, jewellery, electronic machines, animals, grains, cereals etc. were available in a room specially made for teaching of English.

It was observed that teachers generally used direct approach of starting the class making use of textbooks. There were only few teachers who started the lesson by asking questions related to previous knowledge of the learners or based on the theme of the lesson.

4.8 Finishing the lesson

The most evident goal of all teachers while transacting curriculum was to finish *portions of prescribed syllabus and therefore ended the lesson abruptly*. During the observation it was noticed that three-fourth of the teachers ended the period by *assigning homework* based on the lesson taught. During this time the voice of the teachers was commanding; the students would treat the assigned activities as a task.



Across all the selected states/UT it was noticed that the teachers have fallen into ‘the Textbook Trap.’ They used the textbook as their primary instructional tool in all the classrooms and adhered only to the written word and printed instructions. There was no effort to move beyond the textbooks. They did not teach any other words or sentence patterns or provided oral and written practice beyond that given in the text-books.

Treating the textbook simply as a *tool* is yet to be visualized by the teachers. They need to be more creative in the use of textbooks.

Observation of an English period in a school in Uttar Pradesh	
Class	IV
Lesson	Foolish Farmer
Textbook	Rainbow
Teaching Objectives	<ul style="list-style-type: none"> • To develop listening comprehension • To develop the ability to predict • To build vocabulary
Duration	35 min
Pre-reading Activity:(3 min)	Teacher asked the students about the work that people do. Various responses came up—such as, 'farming' 'teaching' 'weaving'. Most students were involved in the pre-reading activity.
Narration of the story (5min).	The teacher narrated the story to the class. Children listened, with understanding, because it was a short story and the teacher used simple words.
Reading aloud (8 min)	Teacher read out the story, pausing to explain one or two difficult words in simple English and writing them on the blackboard. The meanings of the words were given in Hindi in the textbook. Children could follow the story with the pictures and the meanings. However, some of the children were not listening attentively because they were seated uncomfortably on mats.
Reading by students (10 min)	The students read the story, each by turns. The teacher corrected their pronunciation wherever necessary.
Asking questions (9 min)	The teacher asked simple questions about the story which the children answered orally. Some were one-word answers, and sometimes non-English words were used, but the children answered all the questions.

4.9 Development of Skills

Language is best learnt through the development of four skills – the skills of speaking, listening, reading and writing.

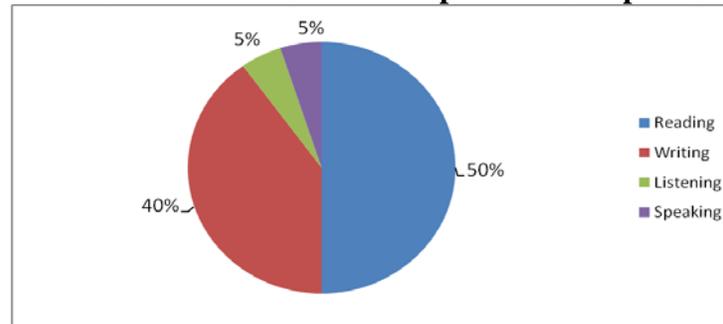
It was seen that teachers consider skill development as an integrated practice; integrated in the sense that they feel listening and speaking are automatically learnt during reading and writing. Listening and speaking do not require separate exercises, games or activities, but can be learnt while practising reading skills by reading aloud.

Opinion of a teacher in Uttar Pradesh: *'When a child reads aloud in the class other children listen to him and often repeat the same. Listening and speaking skills are automatically learnt.'*

In **Gujarat** one teacher responded that 'LSRW skills could not be developed in isolation and while reading or speaking, listening would automatically be developed. Hence, she did not put any extra effort to organize activities for development of LS skills separately.'

A uniform pattern of methods of skills development was noticed in sampled schools in the 8 States/UT which is being presented in the following chart:

Fig 4.2: Distribution of Skill development in sampled Schools



Very few teachers made efforts to develop the four skills – the skills of speaking, listening, reading and writing with equal emphasis on all in all the eight states as manifested in this chart .

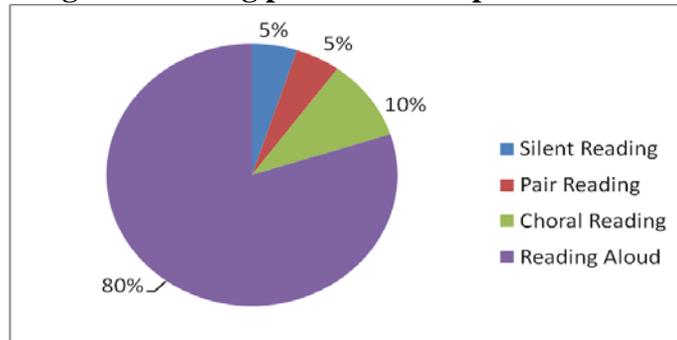
4.9.1 Developing Reading skills

In all the states/ UT teaching of "reading" was synonymous with reading aloud by one student or teacher, choral reading, group reading (loud). Textbook was used in more than 90% of classrooms for being read by the teacher and making children listen. Teachers themselves performed 'model' reading without understanding the concept of reading for comprehension. 'Reading', as silent reading at classes III, IV or V level was not observed in any school.

Across the 8 states/UT, four practices were mainly observed through which a teacher develops reading skill amongst the students. These were: silent reading, choral reading, pair reading, and reading aloud. Amongst these practices, reading aloud was liked and taught by about 80% of teachers whereas choral reading was being practised in 10% of the cases and silent reading and pair reading in 5% of cases each. Very few teachers mentioned that students were encouraged to read from newspapers or magazines thereby introducing the students to authentic materials (see fig 4.3).

Reading books to children for motivation, reading picture with words or story reading to develop reading habits was missing. 'Reading' at times was misinterpreted as 'speaking' also. Teachers did not have the comprehension that merely reading a story is not teaching a language. Familiar words/new words need careful planning. Use of word cards, games like bingo, use of big books, small books and shared reading was not seen. Words on charts/sight words/action words/ making sentences/finding words that begin or end alike were not taught.

Fig 4.3: Reading practice in sample States/ UT



The concept of "reading for comprehension" needs to be developed in the pre-service and in-service training. Most of teachers could not provide experience in "reading" properly.

4.9.2 Developing Writing skills



Teaching of writing skills presents a dismal picture in most of the states. The methodology adopted by primary teachers in five states namely **Maharashtra, Odisha, Jammu and Kashmir, Gujarat and Uttar Pradesh** was found to be monotonous. Students in these states **just copy** the text written by teachers on the blackboard. However, they claim to devote extra time on writing skill.

Majority of the teachers did not give verbal or visual inputs before assigning any task. Only in **Chandigarh** and **Tamil Nadu** teachers were seen to be giving some visual inputs before assigning writing tasks. Sentence writing, short paragraph writing, dictation of words were the main activities in writing.

In **Nagaland**, majority of the English teachers were found to be providing verbal/visual inputs to the children before assigning any *writing* task. Visual inputs were usually in the form of pictures, flash cards, and verbal inputs provided through short stories on subject matter related to the children's daily lives.

In all the states the teachers encouraged their students to write in English. Writing activities comprise drilling of difficult words, questions, answers, dictation, word games, copying paragraphs from the book, copying text from the blackboard, handwriting tasks, making simple sentences, using simple words from the texts, grammar exercises, writing of letters, applications or paragraphs. Essays, short paragraphs, cursive writing, one page writing and creative writing were also given for writing.

The time given for writing in the classes was not more than 10-15 minutes daily in classes I-IV. Writing task in the exercise books is mainly given as homework.

Children's written work showed that teachers should give more attention to the following aspects while developing writing skills amongst students- (i) letter formation (ii) spacing between words/lines (iii) letter size (iv) speed in writing and (v) legibility in writing .

Most of the teachers practiced the above activities without acknowledging the fact that teaching of writing skills is a gradual process which needs to be taken up in the class in an integrated manner. Many educators feel that periods for direct instructions and practice need to be provided regularly (starting with scribbling, drawings, letter formations from left to right direction, basic strokes, understanding basic terminology (straight line, circle etc) recognizing letters and sight words and control over fine muscles would improve handwriting.

Effective writing practices are also related to factors such as the time provided, the materials used, the posture of the students and class environment.

4.9.3 Developing Listening and Speaking Skills

As far as developing listening and speaking skills are concerned, the activities teachers did under these skills were *reading aloud, dictation, recitation, pair work, story telling, role play, repetition of difficult sounds, choral recitation, dialogue.*

In most of the classes teachers do all the talking and students speak only when they have to ask questions and answer them. Children are required to work silently and speak only when they raise their hands or are called upon. No opportunity for children to speak or practice speaking is given.

Only 20% teachers were of the view that it is important to train students in listening & speaking. The remaining 80% thought that *English teaching is English writing.*

Some teachers demotivate students by criticizing students' imperfect articulation or ineffective communication. Such behaviour causes children's refusal to speak in the language class. Only a supportive atmosphere will allow children to speak without fear.

Since Listening and speaking skills are not adequately addressed in the textbooks of all states except Maharashtra, these are not taught. At the individual level also, teachers teaching English at the primary level do not make any effort to generate activities to develop listening and speaking skills. Students need to be given more opportunities/exercises (directions, instructions, announcement, drills, homework) in listening for comprehension. Listening can definitely be improved with training.

Some schools in **Chandigarh** and **Nagaland** reported spending time on developing *listening and speaking* skills of the learner . In **Chandigarh** the activities that teachers design for this purpose were recitation, reading cards, memorizing spellings, group discussions, asking simple questions, repetition of sentences, loud reading of the lesson and use of newspapers and telling stories. In **Nagaland**, the three activities mostly used to develop *listening and speaking* skills were reciting poems, role-play, and dictation. Other activities included reading aloud, reading paragraphs in stories, individual reading, encouraging children to talk about themselves and their friends, songs, word-chain etc.

4.10 Teaching Vocabulary

In all the states, new words in English were introduced through the Direct Approach Method i.e. a teacher gave the meaning of the new words in mother tongue before giving the meaning in English. Some English teachers said that they use acting and gestures, show pictures, visuals or real objects to convey the meaning of a new word. Only few English teachers used words in sentences to help the learners infer the meaning.

'Explaining a new word in mother tongue is the best way to make the child understand its meaning. Through this, a child can co-relate teaching in the classroom and his/ her outside experiences.' (Teacher –Uttar Pradersh)

It was noticed that the teachers teaching English were confined to the textbook only. They were not using folk tales, legends, fairy tales, interesting short stories etc. to ensure the participation of the learners and make English language learning meaningful and effective. Teachers do not elicit meaning from the students by using innovative methods of teaching vocabulary.

Difficult words and vocabulary items were explained by most of the teachers. Only 5% of the teachers tried to contextualise the meaning of difficult words and then arrived at the meaning. 45% teachers said they gave the meaning of the word in simple English; rest 50% were found to be using mother tongue or the regional language to give the meaning of the word.

In **Tamil Nadu** where ABL method is used, introduction of new words is done in three steps, in the first step only pictures are used, in the second step, picture with word cards are used and in the third step only words are used.

Tamil Nadu – Teaching vocabulary

(A) Teaching of Vocabulary:

Teacher -

- took a picture card and showed it to the children.
- said the name (word) of the picture clearly with correct pronunciation.
- repeated the process three or four times.
- made the children repeat the name (word).
- repeated this procedure with three or four pictures.
- mixed up the cards. Pulled out a card. Showed it to the children and tried to get them to say the word. Never forced the children. Let them learn at their own pace. Made them learn at least three words in every class.

(B) This is the next step in teaching vocabulary. Picture with word cards were used here. Teacher held up the picture and word card one by one. and -

- pointed to the word and said it two or three times.
- children repeated the word correctly. The picture helped them.
- repeated the procedure with other cards
- checked their pronunciation wherever necessary.
- mixed up the cards and showed them one by one.
- let the children recognize the words. The visual memory of the word helped them.

4.10.1 Students skill in reading

Among the students who were interviewed, some in urban areas and those having access to television could recall advertisements in English, names of shops, sign boards and labels. Some examples of the advertisements, Sign Boards etc which they read and were able to recall are given below:

- In **Chandigarh**, students from 4 urban schools could recall advertisements / dialogues in English and students from 6 schools could read the names of shops / signboards / labels in English e.g. *Amul Ice cream, Uncle Chips*.
- In 3 schools of **Gujarat**, all those who were interviewed said that they could read names of shops, signboards.
- In **Jammu & Kashmir**, 63% children who were interviewed said that they could read names of shops/ signboards/ labels in English whereas 37% said that they could not.
- In **Maharashtra**, students could read names of shops/signboards/labels in English like '*Shuvam's store,*' '*Beware of dog,*' '*Drive Slow School Ahead.*'
- In **Odisha**, they could recall the advertisements and dialogues that they see and listen to on TV. For example: *Tom and Jerry Show, Coca-Cola advertisement – Thanda Kya, Washing Powder Nirma, etc.*
- In **Uttar Pradesh**, only a few students (9%) could recall any advertisement/dialogue in English.

4.11 Appreciating / Teaching of Poetry

In all the states, poems were being taught line by line or word by word. The emphasis was more on explaining the meaning of words, rather than understanding/enjoying poetry.

Teachers paid less attention to pronunciation, intonation and appropriate use of pauses. In some of the schools, poetry was taught by teacher's own recitation and translation of the meaning – followed by group or choral recitation.

In a school in **Chandigarh**, all the teachers read the poem aloud in the class. Then children read the same in turns followed by choral reading in the class.

Teaching poetry			
Name of the Poem – My Shadow by R.L. Stevenson			
Name of the Book – Marigold		Class – V	Time – 40 minutes
			Date – April 2010
Time	Stage	Teacher's Activity	Learner's activity
2 min.	Warm up	The teacher asked the students to stand next to the window against the sunlight and look at their shadow.	Only a few students did this activity; rest of the class gave a blank expression because they were not involved.
1 min.	Introduction	Introduces the topic 'My Shadow' and asked the students to open their books	Passive – Students open their textbooks
10 min.	Aloud reading of the poem	She reads the poem aloud but without gestures and actions.	Listening

10 min.	Students read aloud parts of the poem as per teacher's instruction.	She corrects their pronunciation wherever needed.	Reading
10 min.	Explanation	She explained the meanings of the words and paraphrased the entire poem. For difficult words such as arrant, buttercup, India-rubber ball, she explained the meaning in children's mother tongue. She did not have any TLM to explain the meaning of the new words.	Read and translate. Try to answer the questions asked by the teacher e.g. 'Does your shadow always follow you?' When is your shadow the tallest?
7 min.	Question-Answers	She discussed the questions and then the answers were written on the blackboard.	Students copy down the answers from the blackboard.

In **Gujarat**, poetry was the most interesting genre for children. Ten out of 21 teachers consider that reading aloud is the best strategy for teaching poetry. Children, they believe, can improve their reading, speaking and listening skills through this. Fifteen teachers believed that choral reading is better than reading aloud for teaching poetry. They were of the opinion that every child should participate in learning process and sometimes it is not possible to attend to every child in the class. In one case it was also found that action song is also a good strategy.

In **Jammu & Kashmir**, poetry was taught by reading in turns, choral reading and reading aloud by children. In **Maharashtra**, majority of the schools used gestures and action for teaching poetry. One school in Yavatmal district had separate space (language laboratory) for recitation and enactment of poems.

In **Nagaland**, poetry was taught mostly through the activity of reading aloud and reading in turns by the children.

In schools of **Odisha, Tamil Nadu, Uttar Pradesh** children read poems in a sing song manner. Some teachers recited poems with gestures and actions.

In **Odisha**, very few teachers **integrate English with other subjects**. For example while teaching the poem *Two Little Eyes* the teacher talked about body parts, their functions, personal hygiene, etc. It was very interesting to observe her using actions and mimes to make the children guess and then speak in English. In another school the teacher taught a poem *I am a Special Person* using TPR model (Total Physical Response) and integrated values like self dignity, uniqueness of individuals, etc.

Teachers ask only **textual questions** in the class; very few teachers relate the lessons, and questions to the child's world. In most cases students do not understand the questions, so teachers explain these in Oriya. Very few students ask questions in the class.

In **Tamil Nadu**, a poem was taught through reading it aloud, choral reading and explanation of each line in grade V. Dictionary meaning of words were provided and copy-writing of the poem was attempted. Questions were discussed with the students in Tamil. The teacher wrote the answers on the board to be copied down by students. In teaching poetry an attempt was made to ask students to locate rhyming words. Silent reading in general was however, not practised in the classes observed. No attempt was made to integrate skills. Children were largely passive observers in a teacher-centric classroom.

Group work was encouraged only in the classes where ABL cards were used. Teachers' pronunciation and intonation patterns showed the influence of mother-tongue. It was observed that newly recruited teachers were better than the senior teachers in their command over the spoken aspects of the language.

In **Uttar Pradesh**, most of the teachers (54%) preferred reading aloud to teach poetry. Some (25%) opted for making students read in turns and others preferred choral reading.

To sum up, teachers teach only the poems given in textbooks; explain the meaning of poem with no attention to the feeling of emotion in the poem, its appreciation or enjoyment. Recitation of poem with proper rhythm, music of words, sounds or reflecting the mood were missing. Teachers explained the meaning of the poem in Hindi language. In a way they translated the poem for the learners.

Ideally after the model reading, children should be reading along with the teacher to enjoy the rhythm and music of the words and also enjoy the poem. Children would enjoy and understand the poem better if the poem is enacted.

4.12 Teaching Grammar

Almost all the teachers taught grammar by making students memorize the rules and work on exercises. In **Chandigarh**, 6 teachers from the sample set of 11 teachers, taught English by memorizing rules. Only two out of six teachers taught grammar through context and 3 teachers mentioned that they taught grammar by pattern practice along with memorization of rules. They use a variety of situations to explain concepts. Very simple grammar questions like 'Fill in the blanks' were asked in examinations.

New words in English were introduced directly by providing the meaning of new words in Hindi or Punjabi before giving its meaning in English. In some schools teachers said that they use acting and gestures to convey meanings and also convey the meaning of a new word by showing pictures, visuals or real objects. Only in 2 schools, English teachers used words in sentences to help the learners infer the meaning.

In **Gujarat**, they mostly used the method of memorization of rules as the strategy to teach grammar. Five out of 21 teachers believed that teaching grammar through pattern practice is the best way. None of the teachers talked of contextualizing grammar teaching .

In **Jammu & Kashmir**, 48% teachers were found to adopt pattern practice; with 44% focusing on memorizing rules and 8% contextualizing grammar. In **Maharashtra**, the teacher sometimes used flash cards according to the lesson taught that day. It was taught by

pattern practice. The teacher wrote examples on the blackboard. It was observed that *while teaching noun, the teacher showed an apple on the flash card and told the students that any naming word is a noun.*

In **Nagaland**, grammar teaching was taught mostly by memorizing rules and only 6% of the teachers gave meaning of words /phrases in another language. According to the teachers, grammar has to be taught formally. Often questions on grammar were not given in State Board Examinations at class IV level.

In **Odisha**, English Grammar was not taught in primary classes. But grammar items were taught in context. For example to teach *in* and *out*, the teacher drew a 'U' on the floor and made children stand on it. She jumped in side and jumped out of 'U' to give the children the concept of *in* and *out*. Later, she made the children jump *in* and *out*.

In case of difficulty the teachers explained the grammar items in *Oriya* by giving examples from the children's experiences. They used variety of situations to explain the concepts. But again memorization of rules was also adopted by them. Very simple grammar questions like fill in the blanks are given in the examinations.

In **Uttar Pradesh** the methods of teaching grammar varied. Some teachers made the children memorize the rules, others followed pattern practice. There was no attempt to contextualize grammar.

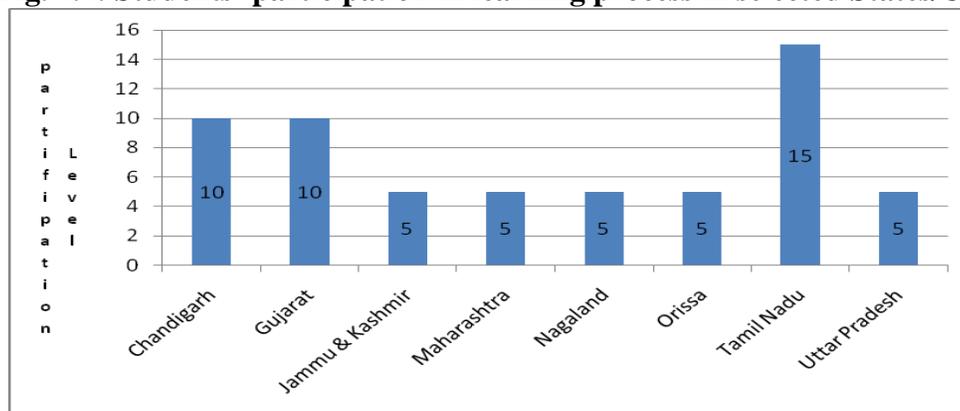
In **Tamil Nadu**, Grammar was taught by memorizing rules and by pattern practice.

By and large, English teachers in all the states teach Grammar by memorization of rules. Most of the teachers were using traditional methods leading to monotonous class and rote memorization which was adversely affecting the students' interest in learning English. Only few of them taught grammar through context and pattern practice. In **Orissa**, grammar was taught through contextualization but again memorizing rules was also adopted by the teacher.

4.13 Participation of Children

Classroom observation in eight sample States/UT manifests a diverse picture with regard to the participation of students in learning process. The following diagram illustrates students' participation in eight sample States/UT.

Fig. 4.4: Students' participation in learning process in selected States/UT



As per the Fig 4.4 students' participation in classroom activities varied between 5% to 15%. Out of the eight States, students' participation was only up-to 5% in 5 states, namely, **Jammu & Kashmir, Maharashtra, Nagaland, Orissa and Uttar Pradesh.**

Students' participation was found to be highest in **Tamil Nadu**, where only the ABL cards were used in grade I to IV. However, it was observed that teachers used cards mechanically without introduction and innovation. Children carried out the activities as desired. Most children were found to be able to complete only three ladders i.e. acquired competencies up-to grade III. Very few students attempted ladder four. Communicative skills remained undeveloped. Poetry was learnt through rote and all other oral activities were memorized and repeated.

The participation of students in the learning process rests upon the efforts of the teachers. An active and enthusiastic teacher always keeps her/his classroom lively, full of interesting activities, attracts the attention of children and motivates them to participate in the classroom teaching and learning process.

4.14 Student-Teacher Interaction

In a class, the interaction between the students and the teacher offers double opportunities — one for teacher and other for students. For teachers, interaction with students provides opportunity to comprehend the psychology of young learners and thereby develop more cognitive strategies for better teaching and learning process. Children get rid of their hesitation and involve themselves in classroom learning.

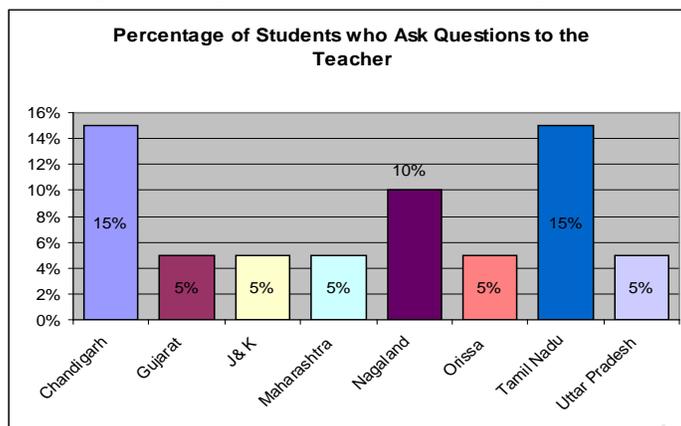
In most of the classroom observations it was seen that the main focus in the class was on question and answer. The teacher asked most of the questions. Students' participation in learning activities was mostly limited to -

- personal requests asked by the students generally in single words (toilet, water, excuse , go) but not in complete sentences.
- answering comprehension questions generally textual questions, by writing them on the board; students being asked by teacher to copy answer or get them checked in the written form in exercise books.
- answering grammar questions just based on memorisation and pattern practice.

- answering few general questions. This is most useful as it connects the child's life to outside world.

When children were asked to introduce themselves they spoke in broken English. This was all in memorised words on topics of family/going out/market.

Fig. 4.5: Approximate percentage of students who ask questions to the teacher



The practice of speaking in English was very limited. Teachers failed to give students vitally needed experience in *asking* questions. The students need practice in asking a wide variety of questions as well as in answering them. Ironically, neither the textbooks nor the teacher provided this particular kind of exercise in classroom.

4.15 Use of English language in the classrooms



Speaking English in the classrooms was hardly noticeable. The words spoken by the teachers were being translated into the native language. In Maharashtra English medium schools and in Nagaland, some teachers did make effort to talk only in English.

The students across the sample states were communicating in their language of convenience (local language), namely, *Gujarati, Oriya, Tamil, Hindi and Marathi, Nagamese, Kashmiri*.

Students need to listen to the sounds of a new language for communication purposes rather than as a school subject.

4.16 Home work

Giving homework was a common practice in the schools. In **Chandigarh**, regular homework was given by the teachers in all the schools. In **Jammu & Kashmir**, 74% of the teachers gave homework daily and 26% teachers gave homework sometimes. In **Gujarat**, most of the teachers gave written homework daily. In **Odisha**, teachers gave uninteresting/ stereotype, homework to the students like *learn the poem by heart, copy paragraphs from the notebooks*

and learn answers by heart. No teacher punished the child for his/her non-performance. In **Maharashtra** and **Nagaland** the common homework assigned by the teachers was to memorize the poems from the textbooks, to practice rhymes at home, and also to memorize the answers prepared by the teachers themselves in the class. Students were expected to reproduce the answers, or to recite the poems in the class after memorization.

4.17 Assessing children's progress

According to the Right to Education bill (2009), there will be no examination at any stage of elementary education, no detention in any class and all evaluation will be in the form of CCE. The findings reported below are on the basis of assessment methods being used in the states at the time of the study.

In **Chandigarh and J&K**, there was no detention policy till class VIII. In **Gujarat**, no detention policy was for classes I-II. In **Maharashtra**, no detention policy was followed up to class IV. In **Nagaland**, the "No detention" policy was not followed. In **Odisha**, up to Class VI there was no detention policy. Grading system was not found to be in practice in any of the sample states except **Nagaland**, where the grading system was introduced in the entire state at the primary level during 2008.

i) General practices

In **all the states** besides annual exams, half yearly exams and periodic tests, the strategies which teachers claim to be using for evaluation and assessment of students' performance are observation, assignment, portfolio, rating scales, check list, projects and anecdotal records which differ from state to state as given in the table below:

Table 4.4: Assessment techniques used for students assessment in different states

Sl. No	State/ UT	Observation	Assignment	Portfolio	Rating Scale	Check List	Projects	Anecdotal
1.	Chandigarh	√	√	√	√	√	√	√
2.	Gujarat	√	√	x	x	x	√	x
3.	Jammu & Kashmir	√	√	√	√	√	√	x
4.	Maharashtra	√	√	x	x	x	√	x
5.	Nagaland	√	√	x	x	x	√	x
6.	Orissa	√	√	√	x	√	√	√
7.	Tamil Nadu	√	√	√	√	√	√	√
8.	Uttar Pradesh	√	√	x	x	x	Pvt. schools	x

√=method used x= method not used

It was observed that in most of the primary schools, assessment was generally based on written test/exams which were designed to test children's knowledge of vocabulary and grammar and their ability to read and write. The tests were based on the prescribed syllabus which consisted of two parts: (a) grammar and composition (b) prescribed text. More than 50% of the language tests were based on the lessons in the textbook and the rest consisted of isolated items on grammar and its usage and some writing tasks like paragraph writing, completing a story etc. At the primary level, use of unseen passages to assess reading ability of children was practically absent.

Concern : The textbook questions call for memorised answers requiring rote learning by children. This leaves little or no opportunity for children to present their own answers. In fact, some children even memorise various types of compositions that are likely to be asked in the test. It was observed that the oral component of language was not given any weightage in the present evaluation system.

ii) Assessment techniques used at class level

Information was gathered about the assessment techniques used by the primary teachers in classrooms after minute observations of classroom processes, interaction and interviews with teachers, parents and children in 8 States/UT. It was observed that different states follow different assessment techniques in government primary schools. Students' progress in all the states is given on a report card and is shown / sent to the parents.

Chandigarh and **Tamil Nadu** use variety of techniques to assess the learner's proficiency-, such as Portfolio, Rating scale, Check list and Anecdotal Records. In **Tamil Nadu**, the ABL methodology allows for individual paced learning through sets of graded learning materials, along a learning continuum. Each child's learning follows the defined milestones for each curricular area, which are depicted in a pictorial manner through a learning ladder that is displayed in the classroom. In addition, every child's learning progress is monitored and displayed on an achievement chart. *Achievement chart* shows the attainment level of children in each subject. Teacher records the achievement level of every child in the Achievement chart after s/he completes the evaluation card of every milestone. Monitoring of progress by the teacher is subtly combined with the child's freedom to select the pace of learning. Students' achievement is assessed through *Achievement Charts* for grades I to IV while in grade V periodical written tests are administered.

In **Jammu & Kashmir**, the state follows Continuous and Comprehensive Evaluation (CCE) scheme at primary level. Also written tests were given to students in all the classes except KG and class I. The Zonal Boards conduct examination at the end of primary stage.

In **Nagaland**, Continuous and Comprehensive Evaluation (CCE) forms the main basis of assessment of students at the primary level. In **Odisha**, teachers follow the assessment strategies given in the *Source Books on Assessment for Classes I-V* published by NCERT, and *Punyasha* published by SSA. The teaching of English begins in Class-III. The emphasis at the lower primary stage is on language input (through Listening and Reading) rather than on output (through Speaking and Writing).

4.18 Factors that affect pupils' achievement

By the end of the primary education the learners had not achieved the competencies at the desired level in English. The competency of learners in English is affected adversely by a number of factors. The three most common factors which affect the achievement of the child in general are poor environment at home, parents' illiteracy / apathy and lack of cooperation from the society. These get compounded by high PTR & high SCR (57:1) (**Chandigarh**); unavailability of books and TLM (**Jammu and Kashmir**), teachers' involvement in non-academic tasks (**Uttar Pradesh & Maharashtra**).

In **Gujarat** English starts at class V level hence, the minimum competency of the child was restricted to learning of isolated words and formation of few sentences. In **Tamil Nadu**, the ABL methodology does not develop the oral and aural skills since it is based on activities, which promote writing and reading up to a level.

4.19 Parents' response

In interviews with the parents, the fact that emerged was that all the parents want their children to study English. Majority (90%) of the parents themselves could not speak in English; some of them could speak a few words of English but could not speak complete sentences. They speak many words without knowing that these are English words. Some parents said they had learnt words like *book, pencil, pen, good morning, sunday, rose, lily, mobile, radio* etc. from their children. They had no idea about what is good or bad teaching of English. That the child is studying '*English*' is sufficient for them. This suggests that students are solely dependent on the school.

Today, parents want their children to have good education and to be successful in life. Knowledge of English language provides better employment opportunities, and so, all parents believe that it is very important to learn English.

4.20 Comments and Suggestions

We feel that changes are required in the way *assessment* is presently being undertaken in classrooms. Before looking at how assessment can become a part of the ongoing teaching-learning process, it would help if we think about the following:

1. What skills of English should primary education develop in children?
2. What kind of a child would you like to see at the end of the primary stage so far as proficiency in English is concerned?

As we see, these questions focus on a child who is the centre of teaching- learning that goes on in classrooms. Since every child is unique and different it is important to appreciate differences and understand that children learn in different ways.

Some of the techniques for assessing children's learning as outlined in the Source Book on Assessment for Classes-I-V, for English, published by the NCERT, are: Observation, Assignments, Projects, Portfolio, Checklists, Rating Scales and Anecdotal Records.

In order to make analysis easier a set of **Indicators** have been developed in the Sourcebook on Assessment for classes I-V, English Language. These have been worked out for each class/level and draw substantively from the objectives of learning the subject as framed in the syllabus of NCERT at the primary level based on the NCF-2005. These are reproduced in Appendix 1.

The children at this level are at such a formative stage where the pace of learning and personality development are quite fast. Evaluation at this stage should therefore, be formative in nature with adequate emphasis on both continuity and comprehensiveness. In classes I and II the children need to be evaluated on the basis of their participation in classroom activities

using observation and oral techniques. The children at this stage should not know when they are being evaluated.

For assessing the skills of listening and speaking the oral technique is to be used. The teacher can informally assess their performance through paired work, group work and role play. Formal tasks like answering questions, orally, story-telling, reading aloud, describing things, actions can also be given.

In classes III to V there is a need for a slight shift in evaluation and it will become formal. The children at times will know when they are being tested. Although observation and oral techniques will continue, paper and pencil tests will also form part of evaluation.

Emphasis at this stage should be on the use of diagnostic test for identifying difficult spots of learning and organizing remedial measures. Criterion-referenced tests have to be used periodically for assessing the acquisition of competencies to the level of mastery. The student portfolio can be prepared meticulously for the purposes of maintaining cumulative record of students' progress both in scholastic and non-scholastic areas.

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CHAPTER 5

Issues related to Teachers teaching English

With most state governments deciding to introduce English in Class I it was important to understand the present status of preparedness of teachers for teaching English at primary level in Government schools. It is expected that it will help in devising strategies and action plan for producing better equipped teachers of English for primary classes.

Teacher Teaching alphabets



Students learning in groups

In this study profiles of more than 154 teachers teaching English in the selected 8 States/ UT were collected through interview, questionnaires and interaction. This chapter focuses on the profile of these teachers and their practices in teaching English as a language.

5.1 Educational and Professional Qualifications

In all Government primary schools, a primary teacher is expected to teach all the subjects in primary classes. Teachers are generally not appointed specifically to teach English at the primary level.

Table 5.1: Prescribed qualification of the teachers in sampled States and UT of Chandigarh

S. No	States/UT	Academic Qualification	Professional Qualification	% of teachers*	
				Graduates	Post-graduates
1.	Chandigarh	Graduation	ETT	64	18
2.	Gujarat	12 th	PTC	24	14
3.	J & K	12 th	D.Ed	33	59
4.	Maharashtra	12 th	D.Ed	33	18
5.	Nagaland	12 th	JBT/ B.Ed	28	22
6.	Odisha	12 th	CT	24	33
7.	Tamil Nadu	12 th	DT.Ed.	57	19
8.	Uttar Pradesh	Graduation	BTC	46	54

* as per state reports

The qualifications of the English teachers varied greatly across the sampled states. Out of the eight States/UT only **Chandigarh** and **Uttar Pradesh**, had the policy of appointing teachers (at the primary level) with minimum qualification as graduation along with a professional degree or diploma.

Table 5.2: Educational qualification and training experience of sampled teachers

Sl. No.	State	No. of teachers	Academic qualification			Training		
			Graduate & above	10+2	Studied English up-to	Professional	In-service	
							General	English
1.	Chandigarh	11	10	1	Class X & above	All	All	-
2	Gujarat	21	8	13	Class 12	All		
3	J & K	22	20	2	Graduation	66.7%	All	
4	Maharashtra	21	11	10	Class 12	All	-	
5	Nagaland	18	9	9	Class XII (50%) and class XII (50%)	56% (10)	All	√
6	Odisha	21	19	2	19 teachers-graduates	All	All	√ (5-7 days)
7	Tamil Nadu	62	31	31	Class XII & above	All	58	-
8	Uttar Pradesh	23	14	9	Most teachers (61%) were graduates	All	All	√
Total		199	112	87				

In **Chandigarh**, all teachers had professional qualification of B.Ed. or JBT. The minimum level up to which these teachers had studied English was class X. The total teaching experience varied from 1.5 years to 25 years. Para-teachers were not employed in any of these schools.

In **Gujarat** for a primary teacher the basic qualification is 10+2 with 2 years Primary Teacher's Certificate (PTC). However, English is introduced in the State from class 5. Majority of teachers (62%) had studied English upto class XII. English is also a compulsory subject in 2-years pre-service training programme. District Centres for English (DCE) impart training in general English during in-service training.

In **Jammu & Kashmir**, as per policy of State Government, *general line* teachers are recruited at primary level and their qualifications range from 10+2 to post-graduation. No professional qualification (pre-service training) was required at the entry level earlier. It was found that 59% teachers teaching English were post-graduate and 66.7% were trained. No subject specific training has been imparted to the teachers during service specifically for teaching English; however, short term in-service general training of 15 to 20 days was provided under SSA. English is a compulsory subject for all students up-to graduation level. Adequate weightage to teaching of English has not been given in teacher's Diploma course of one year.

In **Maharashtra**, out of 21 teachers who taught English in primary schools in the Govt. schools, 10 teachers had Higher Secondary (10+2) certificate; rest were graduates or post-graduates. All had pre-service training.

In **Nagaland**, the minimum qualification for appointment of teachers at the primary level is higher secondary. Additional qualification required is a diploma course known as Junior Basic training or B.Ed. Maximum number of teachers teaching English at the primary stage had 10 + 2 qualification. Besides general training ranging from 2 to 7 days offered by SCERT, DIET and EBRC, 4 days training for teaching English was also given in last 2 years.

In **Odisha**, all primary teachers teach English in classes III, IV & V. All teachers were professionally trained. Out of 21 teachers, 19 were graduates or above and had studied English as a compulsory subject till graduation.

Less than half of the teachers attended training of 5-7 days duration for teaching English in the years 2007-09 which they felt was not adequate.

In **Tamil Nadu**, the opinion of sixty two English teachers was sought on issues related to the teaching of English. Thirty one teachers had higher secondary certificate, the rest were graduates and post graduates. Most teachers were professionally trained.

In **Uttar Pradesh** most of the 23 sampled teachers were trained, experienced and had studied English up-to graduation level. In their view module for teaching English during pre-service training was inadequate. Only 20% of the sampled teachers had received training in English.

5.2 Teaching practices

In this section information is provided on the language used for teaching English, methods adopted and the teaching learning material used while teaching.

5.2.1 Language generally used for teaching English

The language generally used for teaching English is the mother tongue or regional language. In all the states teachers generally use both mother tongue and English for teaching English. As mentioned in one of the state reports, “in a period of 45 minutes duration a teacher teaching English speaks in English only for 10 to 15 minutes and the remaining time she speaks in the regional language or dialect including mother tongue of the students.”

When asked as to why they did not use English any time in the entire period they said that children would not be able to understand the lesson taught in English medium and use of mother tongue was necessary. *“if we speak in English throughout the lesson and children do not understand anything then it will defeat the very purpose of teaching a second language for the first time to first generation learners. Hence translation of English words, phrases, sentences in the language of convenience helps children comprehend the content.”*

More than 52% of the teachers across the eight sample States/UT said that they used English only sometimes in the classroom, while 46% said that they used English language often during the English lesson. Rest (2%) rarely used English in the classroom.

When asked about their strengths and weaknesses most of the teachers responded uniformly by saying that they hesitate to speak in English and they need an advance level training in **speaking skills, grammar, and creative writing.**

5.2.2 Teaching methods adopted by teachers

Teachers generally wrote difficult words, phrases etc., on blackboard and used the same to make the children write, practice speaking and listening skill. Teachers ask students to read aloud individually or in chorus and to listen carefully to the different sounds of words in English

In all the states/UT the tasks assigned for improving writing skill in general involved writing essays, short paragraphs, cursive writing, one page writing, and home work. In Maharashtra, Jammu & Kashmir and Gujarat many teachers said that they did not give any verbal/visual inputs before assigning the writing tasks.

They usually re-explained the difficult points and gave extra time for that. However, their communication and writing skills were inadequate. Their knowledge of grammar was also poor. However, they motivated students to read books.

In **Chandigarh**, it was a mixed group of teachers with some spending no time specifically on developing listening and speaking skills of the learners, while others were aware of the importance of developing these skills and focused on them. Use of CDs and cassettes for developing these skills was also mentioned in a few schools. The activities designed for developing such skills were: reading aloud, recitation, reading cards, memorizing spellings, silent reading, group discussions, asking simple questions, repetition of sentences, loud reading of the lesson/ banners or advertisements in newspapers and telling stories, etc.

Majority of the teachers teaching English provided verbal/visual inputs to the children before assigning any writing task. Students' participation in such activities was observed to be poor in most of the schools with only 5 to 10 percent of students participating in such activities.

In two schools teachers were found to be using such innovative techniques in teaching English as games, assignments and other activities on grammar and vocabulary.

In **Gujarat**, teachers followed communicative and interactive method of teaching. They taught grammar through memorisation of roles and pattern practice. Activity sheets and flash cards were used to create interest among the students. Teachers' efforts to create an input rich environment were visible in the form of flash cards pasted on the walls and hanging ropes of activity sheets and flash cards in some schools. Audio cassettes and CDs were found in urban schools.

All teachers gave homework, checked it and gave feedback also to students. Unit tests were conducted as a part of continuous evaluation and results were shared with students and parents orally. They dealt with difficult spots by re-explaining the difficulties and giving extra time to weak students.

They made use of activities like reciting poems, role play, dictation, making students give a speech on a given topic, elocution contests etc. to develop **listening and speaking** skills; reading aloud, rapid reading to develop **reading skills** among students and giving homework, word writing competition, paragraph writing to develop **writing skills** among students.

Training needs felt by teachers included advance level training in communication skills, grammar and creative writing skills.

In **Jammu and Kashmir**, most of the teachers were not using appropriate and adequate teaching aids for making classroom teaching learning process interesting and participatory for the children. In a few schools there were charts, maps, models, sheet/flash cards, story telling props and cassettes/CDs. Most of the teachers were confident of their written and spoken English. However they did not go beyond text-book while teaching. There was no practice of giving feedback of assessment to students and parents. Teachers were not clear about their strengths and weaknesses.

In **Maharashtra**, teachers used aids like flash cards, activity sheets, radio, models, story telling props and CDs for teaching English. In some schools, kits prepared by *Macmillan* were available and sometimes used. These contained cards, games, stories, etc.

In **Nagaland**, teachers said that they used a mix of task based, eclectic and communicative approaches. Poetry is taught mostly through the activity of reading aloud and reading in turns by the children. They made use of activities like reciting poems, role play, dictation, reading aloud, reading stories, talking about self and friends, songs, word-chain to develop **listening and speaking** skills; reading aloud, reading magazines, novels, loud reading, individual reading, vocabulary practice to develop **reading skills** and writing text/ words, answers to questions, meaning of difficult words, letter and essay writing based on verbal and visual inputs to develop **writing skills** by students.

Teaching aids used by the teachers were generally activity sheets, charts, and flash cards. They were of the view that *“developing teaching aids is time consuming and therefore only the worksheets which are easily available are commonly used.”*

They gave homework daily and provided feedback to children after correcting homework. They also gave more attention and extra time to weak children. However, they themselves did not read books other than the textbooks.

In **Odisha**, teachers believed that teaching-learning in their classes is task-based, communicative, eclectic and reflective. They stated that they monitored and modified their approach in response to learner’s feedback and were confident of setting up activities as per the need, level, age and aptitude of the children. Teachers were not aware of indicators of

language skills that need to be developed for listening, speaking, reading and writing among children. English grammar was taught through memorisation of rules.

All teachers used teaching aids such as activity sheets, flash cards, story telling props etc. in the class. They also brought such objects as masks, picture cards, etc. to make the children interested in learning English. In some schools cassettes/CDs were used to develop language skills in children.

For developing **listening and speaking skills**, the activities that were designed included reading aloud, dictation, recitation, working in pairs, story telling, role play, repetition of difficult sounds, choral recitation, dialogue practice, etc. Practicing **reading skills** was very common in the class. Teachers conducted activities like reading aloud, chorus reading, pair reading, chain reading, etc. during the transaction of the lesson. A few innovative teachers brought newspaper cuttings, pictures for reading and level appropriate stories from different story books to the class to practice reading skill. Majority of the English teachers provided verbal/visual inputs to the children before assigning any writing task.

As per teachers, students' participation in such activities ranged mostly between 10% and 20% and only in a few cases above 20%.

Most teachers had not attended any **workshop, seminar or conference** related to teaching of English. Also hardly anyone was member of public library or had **access to internet** for new ideas in teaching.

In **Tamil Nadu**, teachers used both Tamil and English while teaching English. Though teachers claimed to use charts, flash cards and real objects as teaching aids, it was observed that in classes I to IV only ABL cards were used and in grade V only textbook was transacted. Most teachers read stories to students. In grade V, poem was taught by the teacher by reading aloud. In lower grades where ABL cards are used, in the case of poem children read the poem aloud in chorus and the poem was discussed through the exercises given in the ABL cards. If students did not perform well the teacher explained it to students and made the child repeat the cards.

'Simply English' and 'Hello English' short stories, role play sessions and picture cards were used for developing **listening and speaking skills** among the students. **Writing tasks** included joining letters, copying of words, writing answers to questions and compositions among others. Children used the board, where space was provided for each individual student, to write. A four-lined workbook was also provided which they used for practice. These include true-false questions, filling in the missing letter, circling the correct answer and mind mapping exercises. Homework was given daily and returned to the students after correction. Students assessed themselves by filling the self-reporting cards.

Problems faced: Teachers found it difficult to teach grammar and exercises requiring communication. Teachers shared their experiences with regard to teaching learning during their monthly meetings

In **Uttar Pradesh**, the speaking skills of teachers in terms of pronunciation, intonation, appropriate pauses in speaking etc. were observed to be unsatisfactory. Activity sheets or flash cards were used mostly as teaching aids. Visual inputs were provided usually in the form of pictures, flash cards, and verbal inputs were provided through short stories on subject matter related to the children’s daily lives.

5.2.3 Availability and use of TLM

The following table shows the teaching learning materials (TLM) available for teaching English in different states. The extent of their use, however, varied from state to state.

Table 5.3: TLMs available and used across the 8 States/UT

Sl.No	States/UT	Teaching Aids
1	Chandigarh	Activity sheets, flash cards, story telling props, pictures, charts, cassettes & CDs
2	Gujarat	Self made charts, ready made charts, alphabet charts, flashcart activity
3	J&K	Charts, maps, models, flash cards, sheets, cassettes/CDs
4	Maharashtra	Flash cards, Macmillan kits in some schools of Maharashtra
5	Nagaland	Activity sheets, charts, flashcards, work sheets.
6	Odisha	Activity sheets, flash cards, story telling props, charts, picture cards
7	Tamil Nadu	ABL cards , Hello English CDs
8	Uttar Pradesh	Alphabet games, books, drawings on walls

Both teachers and students enjoyed reading stories and poems. Mostly this was limited to reading material available in textbooks. There were some reports of reading other stories too such as stories from *Chandamama*, *Panchtantra*, *Ramayana*, *Tenalirama* etc.

5.3 Students’ achievement

In all the states according to the teacher’s feedback, children can follow simple instructions, directions, orders and requests. Further, some teachers also pointed out that only a few children can talk about themselves and their family members. Teachers pointed out that, at primary level children cannot speak in English due to lack of conducive family background and exposure.

In **Tamil Nadu**, according to the teachers, students had developed the ability to understand and use English for expressing themselves and understanding instructions, directions, requests, questions and orders.

5.4 Issues discussed in the meetings at Cluster Resource Centres

In all the sample States/UT, in CRC meetings, the issues related to improvement in children’s learning of English, development of speaking skills in English and English teacher’s professional development were rarely raised and discussed.

Discussions in these meetings were generally confined to such matters as SSA activities, TLM development, multi-grade teaching, mid-day meal, non-teaching duties given to the teachers, etc.

5.5 Teachers' own efforts for capacity building

Most of the teachers said that they did not read books in English. Out of total sampled teachers in 8 sampled States/UT only 11 teachers claimed to have read books in English other than English textbooks, which comes to about 5% of teachers. In Gujarat, J&K, Nagaland and Uttar Pradesh, no teacher in the sample had read any English book other than the textbook.

5.6 Homework

Home work in English helps in developing writing skill among the students and also acts as an assessment tool for teachers. All the teachers who were interviewed during field visits believed that home work is very important for learning and many were of the view that daily *homework* was very helpful in continuous and comprehensive evaluation of the learners. However, some teachers (about 50%) consider that daily writing tasks for homework can mar the interest of learners so writing tasks should not be given daily, but sometimes oral work or memorization of grammar rules should also be given. As regards correction of home work, more than 70% teachers thought that correcting homework done in Exercises books was a 'load' on them.

5.7 Views of students and parents

In this section, views of students about the teaching of English textbooks that they studied and the teachers who teach them are being presented state-wise along with parents' opinion on teaching of English.

i) Chandigarh

(a) Students' perception

Students of classes I & II could not respond to any question asked by the interviewer, while students of classes III to V stated that they wanted to learn English. Teachers teaching English were in general liked by their students. Students (class V) said that the teachers made use of pictures and charts while teaching.

Students in general lacked speaking skills. They could recognize small and capital letters. Few could read simple words, poems etc. Regarding writing skills they could join letters with some help and write simple words. Many of these students could not understand and/or answer simple questions in English language. Most of the students could follow simple

instructions, questions, stories, greetings etc in English. They, however, found it difficult to differentiate between similar sounding words in English, identify main ideas, summarize the story in their own words or draw conclusions. Very few students had read story books in English besides their text books

(b) Parents' views

All *parents*, wanted their children to study English as they felt that then only the children will be able to achieve something or get employment. They had never bought any English storybook for their children. According to them classes were held regularly; they were happy that their children could recite poems.

(ii) Gujarat

(a) Students' perception

Students were in favour of learning English language as it offers better employment opportunities. They liked their English textbooks because of the pictures in the books and the attractive get up.

Students liked their teachers' personality, friendliness and teaching style. Most of them could read names of shops, signboards in English. However, their vocabulary was limited to simple words and phrases.

(b) Parents' views

Parents felt the learning experience of their children in government schools was good. Some parents bought books in English other than text books for their children.

(iii) Jammu & Kashmir

(a) Students' perception

Students felt it was important to study English for their career. They found the text books interesting. English classes were held regularly. Mother tongue is the most common medium to explain word meanings etc. Their teachers used picture charts while teaching.

Most of the students of classes IV & V could follow simple instructions, requests, directions etc. Their performance on identification of main ideas, summarizing a story or drawing conclusion etc. was rather low. Only less than half of them could differentiate between similar sounding words, could talk about themselves, tell simple stories or recite poems.

Majority could recognize small and capital letters and read and write simple words/ poems. Their class performance was poor in locating information in the given text, drawing relationships and identifying connection between ideas/ events.

(b) Parents' views

Parents wanted their children to learn English as they felt that this would help them in getting better jobs outside the state and within the state, particularly in view of domestic and international tourism. Classes were held regularly and note books were corrected.

(iv) Maharashtra

(a) Students' perception

Students liked learning English because the books had colourful pictures, poems, stories etc. They liked their teacher as she showed them pictures and charts and narrated interesting stories to them. Students from classes IV & V could follow simple instructions, requests etc and could recognize small and capital letters, read simple words, poems and stories and write simple words.

Most of the students in government schools rarely communicate in English in the class and have not read any book in English other than the text book.

(b) Parents' views

Parents want their children to study English as they feel that this would help them to get a good job. In their view, classes were held regularly.

v) Nagaland

(a) Students' perception

Students liked to study English language. They also liked their textbooks. There is a period for English daily. Teachers explain both in Nagamese and English. In rural schools, most of the children studying in primary classes could not respond to simple questions, write their names, spell words correctly or distinguish between capital and small letters and seldom used English for communication.

Students in private schools communicated in English most of the time. Most of the students had not read any other English book except textbook. Some students read comics like, *Tin Tin* and *Archies*.

(b) Parents' views

Majority of the parents in Nagaland could speak in English and considered this language as important for their children's future. English classes were being held regularly and the home work given to children was not burdensome.

(v) Odisha

(a) Students' perception

Students liked English text books as these had colourful illustrations, interesting stories, rhymes etc. Very few (20%) students said that they did not like studying English because they could not understand or speak English. They had one period for English daily and classes were held regularly.

Most of these children studying in class IV-V could not read the names of the shops and signboards. They had not read any English book other than the text book.

(b) Parents' views

Parents want their children to study English as they believe that with knowledge of English their children will get jobs. As regard the school, they were of the view that classes were held regularly.

(vi) Uttar Pradesh

(a) Students' perception

All students liked learning English language and also their English teacher. They liked their English textbooks as it is attractive and has good pictures. Classes in English were held daily. Teachers explained the meaning of text in Hindi.

Most of the students could follow simple instructions and understand stories/ greetings/ polite requests. Majority of students, however, found it difficult to differentiate between similar sounding words, comprehend main idea from passage, summarize a story in their own words and draw conclusion.

They could differentiate between small and capital letters and could read and use simple words in English. Many could read signboards and common labels in English. The teachers used picture charts while teaching.

(b) Parents' views

Parents were happy that their children were studying English as they felt it would lead to a better future for their children. More than half of the parents had bought books in English for their children. They were of the view that classes were held regularly.

(vii) Tamil Nadu

(a) Students' perception

As per students, classes in English were held twice or thrice a week for 2 or more periods. They expressed interest in studying English and seemed to like the English textbook. They said that they were able to name various familiar objects in English, greet each other, recite poems and sing songs. They could also recognize words and read them aloud. They were able to copy down words and sentences and even write some words and sentences that they had learnt while practicing writing on the black board and in workbooks.

(b) Parents' views

Parents wanted their children to study English as knowledge of English is necessary for getting good jobs. Also English is an international language and is important for pursuing higher studies or going abroad.

Parents expressed their satisfaction with the manner in which English was being taught in schools. Children could recite poems which were used to motivate them in the beginning of the class. Children had the opportunity of reading only the books supplied in the schools. Parents did not buy story books for their children.

5.8 Problems and issues in teaching of English. Some common problems were faced by the teachers in most of the states which affected the teaching and learning of English in primary schools. These factors were both home and community related and school related.

(a) Home and community related problems

- (i) Lack of interest and cooperation from parents
- (ii) Lack of community support
- (iii) Lack of exposure to the language at home

(b) School and teacher related problems

- (i) Inadequate teaching learning materials for English language (except in Chandigarh and Tamil Nadu)
- (ii) Teachers not being qualified to teach English
- (iii) High pupil teacher ratio

(c) The issues

- i) In most cases classrooms were teacher centred. Most of the teachers said that they were aware of different teaching resources but these were not available in classrooms.

- ii) The teacher though teaching other subjects is unable to use the cross-curricular learning, that is, relating English to other subjects and planning lessons accordingly.
- iii) Most of the teachers in our sample *used only the prescribed textbooks*.
- iv) Only around 33% of teachers were confident of selecting and discarding items from the textbooks based on relevance to the learners.
- v) Children in rural and tribal areas are less motivated due to a variety of reasons.
- vi) Few teachers could locate teaching resources to improve classroom interaction with children.
- vii) Majority of the teachers (about 95%) could not design materials and activities to meet learners' needs and interests.

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CHAPTER 6

TEACHER PREPARATION AND DEVELOPMENT

6.1 TEACHER TRAINING

Teacher training is provided in different training modes such as regular campus training along with practicing school experience, correspondence-cum-contact programmes and recently, distance learning programmes in teacher education. However, the basic features of these programmes as well as the theoretical premises have not altered significantly.

Professional development of teachers is being broadly attempted through two major types of programmes:

- Pre-service teacher education
- In-service teacher education

While pre-service training is largely institutional, in-service training is provided in different modes.

At the elementary level, teacher preparation is fraught with two important questions:

- Are teachers being prepared to face the challenges of teaching English today?
- Do these programmes equip the teachers to handle diverse school situations?

A quick glance through surveys of educational research in India conducted periodically over the years 1974-1998 substantiates the point that teacher education programmes have remained unchanged in terms of their substance, experiences offered and modalities adopted (Position Paper on Teacher Education for Curriculum Renewal, NCF 2005).

NCF-2005 says that Language proficiency of the teacher needs to be enhanced and the existing teacher education programmes do not recognize the centrality of language in the curriculum.

Pre-primary, primary and secondary teachers continue to be isolated from centers of higher learning and their needs for professional development have remained unaddressed. Existing teacher education programmes neither accommodate the emerging ideas in context and pedagogy nor address the issue of linkage between schools and society. There is little space for engagement with innovative educational experiments. (NCF-2005)

The National Curriculum Framework for Teacher Education (2009) has underlined the need for urgent and comprehensive reform in teacher education.

“There is need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. It also elaborates the content, concerns and vision for teacher education.”

The NCFTE (2009) elaborates the content, concerns and vision for teacher education.

“The length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills the teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems as also to learners and the level of motivation critically influence the quality of curriculum transaction in the classrooms and thereby pupil learning and the larger processes of social transformation.”

Clearly teacher education plays key role in improving quality of education. Here, we examine what the present status of teacher training is in the different states in general and more specifically in English teaching at primary level.

In order to find out how effective the pre-service and in-service teacher training programmes are, some of these programmes were actually observed. But in some states it was not possible to observe the training programmes during the study duration. In such cases only the syllabus/modules were content analysed and DIET faculty was interviewed.

Table 6.1 No. of Teacher Training Programmes Observed

State	Pre-service training at DIET		In-service training	
	Programmes observed	Material analysed	Programmes observed	Material analysed
Chandigarh	1	√	2	√
Gujarat	3	√	2	√
Jammu & Kashmir	3	√	*	√
Maharashtra	3	√	*	√
Nagaland	2	√	3	√
Orissa*	2	√	*	√
Uttar Pradesh	4	√	1	√
Tamil Nadu	3	√	3	√

*Training programme could not be observed

6.1.1 Pre-Service Teacher Education Programme

The broad aims of these programmes are:

- to provide awareness of psychological, social and educational basis of education with a specific focus on elementary education.
- to impart knowledge and develop skills in selected areas requiring specialized attention.
- to develop basic competencies and teaching skills in the teacher with reference to different curricular areas.

Following is the content of the programme along with time allocation for major components as suggested by NCERT (1992).

- Foundation Course – Psychology, Sociology, Philosophy (20%).
- Additional Specialisation (10%)
- Stage relevant specializations (30%)
- Theory and practicum (Teaching practice) (40%).

The questions we need to answer are – ‘what is being taught’ and ‘how it is being taught’ in the initial training programmes. Are the elementary teacher education programmes catering adequately to all the aspects and requirements such as multi-level integrated approach and child-centred teaching?

a) Institutions Imparting Teacher Training

The present teacher education programmes for primary teachers in India are largely offered at DIETs. In India, there are 571 DIETs out of which 529 are functioning. In addition, over 100 Colleges for Teacher Education and many Private Teachers Training Colleges are engaged in the task of preparing elementary teachers through Diploma/ Certificate courses (D.Ed., STC or PTC).

The B.Ed. courses are offered by the universities and Teacher Training Colleges and the two year elementary teacher education programmes are offered by DIETs/ SCERTs. The B.Ed programmes for one year after graduation makes the candidates eligible to become subject teachers for upper primary and secondary classes. B.E.Ed in Elementary Education is offered in Delhi University specifically to prepare teachers for elementary education.

b) Pre-Service Teacher Training Programmes in 8 States/ UT

The names and nature of pre-service training in 8 sample States/ UT give a distinct picture depending upon the profile of the teachers, efforts made by the government and non-government organizations, infrastructure in pre-service training institutes etc. The following table shows the details of Pre-Service Training Programmes in 8 selected States/ UT.

Table 6.2: Pre-Service Training Programmes in 8 selected States/ UT

State/ UT	Programme	Duration in year/s	Minimum qualification	Institute that conducts training
Chandigarh	Elementary Teacher’s Training (ETT)	2	Graduation	SIE, Chandigarh
Gujarat	Primary Teacher’s Certificate (PTC)	2	XII	DIETs at district level
Jammu & Kashmir	Diploma in Elementary Education (D.E.Ed)	1	XII	DIETs at district level
Maharashtra	Diploma in Education (D.Ed.)	2	XII	DIETs at district level
Nagaland	Pre-Service Teachers’ Education (PSTE)	2	XII	SCERT, Kohima and DIETs at district level
Odisha	Certified Teacher (CT)	2	XII	DIETs at district level
Tamil Nadu	Diploma in Teacher Education (D.E.Ed)	2	XII	DIETs at district level
Uttar Pradesh	Basic Teaching Certificate (BTC)	2	Graduation	DIETs at district level

In **Chandigarh**, *State Institute of Education* conducts teacher training programmes for the Union Territory of Chandigarh. The basic qualification to become a teacher at elementary level is Graduation + ETT (2 years). The syllabus of this 2 year's programme is developed by the Department of Education, Chandigarh. Admission to this training programme is given through an entrance exam for those who graduate with minimum 45% marks.

In **Gujarat**, *District Institutes of Education and Training* organize Pre-Service Teachers' Training Programmes at the district level. The basic qualification to become a primary teacher is XII pass with 2 years of Primary Teacher's Certificate (PTC). The two-year PTC course is not a semester based course; the examination is conducted annually. The syllabus of PTC course is developed by Gujarat Council of Educational Research and Training (GCERT), Gandhinagar. The 2 years PTC is necessary to become a primary teacher; no other professional course is available in the state. Entry to PTC course is through qualifying marks in class XII. The average percentage for a general category student in the last two academic years (2007-08, 2008-09) was close to 75%. Since English is a compulsory subject for all the enrolled students, every student teacher has to study it.

In **Jammu & Kashmir** the *Board of School Education* offers Diploma in Elementary Education (D.E.Ed.) with 75% eligible in-service teachers to be nominated by the Govt. and 25% seats filled from open market by the concerned Directorate of Education/ Selection Committee. The minimum qualification for admission to the course is 10+2 for both. The course is of one year duration. The admission to D.E.Ed. commences in the month of June every year in case of Kashmir division and in the month of October every year in case of Jammu Division.



In **Maharashtra**, Diploma in Teacher Education (D.Ed) is offered by the DIETs. The duration of the course varies from 2 years to 2 and half years. The course is developed year- wise. The curriculum/ syllabus of the course is published by the Maharashtra State Council of Education Research and Training, Pune. The course is uniformly implemented in the state. It is compulsory for all the 86 students (Buldana) and 50 students (Pune) to opt for English Language Teaching methodology. The admission procedure for the training programme is

based on the marks scored in the qualifying examination in class X. The average cut off marks of the students enrolling for the training programme was 80% for open and 60% for SC candidates at 10+2 stage in the years 2008-2009 and 2009-2010.

In **Nagaland**, SCERT, Kohima and DIETs conduct Teacher Training programmes. There are generally two major courses conducted by these state agencies, viz., Pre-Service Teachers' Education (PSTE) and Certificate in Primary Teacher Education (CPTE). English, being the official language of the state, is also the medium of instruction in these institutes. PSTE is conducted only in DIETs, and not in SCERT, Kohima. However, CPTE which is designed for in-service teacher training programme, is conducted by SCERT as well as DIETs. DIETs have residential facilities only for students of PSTE. Minimum qualification required for teacher educators in SCERT and DIETs is M.A./M.Sc plus B.Ed. SCERT, Nagaland in partnership

with British Council, Kolkata, has introduced English Language Testing System (IELTS) in Kohima. A one-year diploma in English training with a separate curriculum and syllabus is expected to be initiated shortly.

In **Odisha**, Certified Teacher (CT) course is offered by the DIETs. The course duration is of 2 years. The course is developed year-wise. The curriculum/syllabus of the course is published by the Board of Secondary Education, Odisha. The course is uniformly implemented in the State. It is compulsory for all the students to opt for English teaching methods. Regarding the admission procedure for the training programme, students' marks in class X and 10+2 are taken into consideration. The average cut off percentage of marks of the students enrolling for the training programme was in range of 60-70% in the years 2008-09, 2009-10 and for SC/ST, 50-60%.

In **Tamil Nadu**, DIETs offer a two-year training programme for Diploma in Teacher Education (D.T.Ed.) which prepares teachers for the primary stage (grades I-V) of school education. The curriculum and syllabus of the course is prepared and published by Directorate of Teacher Education Research and Training (DTERT) which also provides a bibliography of the materials to be transacted in the class. A uniform curriculum and syllabus is followed for Diploma in Teacher Education (DT Ed) throughout the state. Admission to the course is based on marks obtained at the 10+2 level.

DIETs in **Uttar Pradesh** conduct the Basic Teaching Certificate (BTC) for primary teachers. The SCERT, Lucknow is responsible for preparing syllabus. The duration of the course is 2 years. Admission to the course is made on the basis of marks in the qualifying examination, which is conducted every year.

c) **Teacher Educators**

The teacher educators dealing with English language in Pre-Service Training Institutes were at least MA (English) and B.Ed. The transaction of lessons during the program was being carried out mostly in their regional language viz. Gujarati in Gujarat, Oriya in Odisha, Hindi in Uttar Pradesh, Marathi in Maharashtra.

Table 6.3: Qualification of teacher educators

State	Qualification of Teacher Educators	Faculty in English in position	
		SCERT/SIE	DIET
Chandigarh	MA/ Phd + B.Ed/ M.Ed	√	√
Gujarat	MA + B.Ed	-	√
Jammu & Kashmir	MA + B.Ed	√	√
Maharashtra	MA + B.Ed & M.Ed	-	√
Nagaland	MA/ M.Sc + B.Ed	√	√
Orissa	MA + B.Ed/ M.Ed	√	√
Uttar Pradesh	MA/ BA + B.Ed	-	√
Tamilnadu	MA + B.Ed	-	√

In **Nagaland**, besides, the lecture method, the teacher- educator conducts activities, debates, discussions, assignments, etc. for evaluation of the teachers.

In **Odisha**, teacher educators conduct six classes in a week meant for content proficiency and method of teaching English.

In **Tamil Nadu**, some teacher educators themselves were not sufficiently conversant with ABL methodology and therefore prepare students only to teach through conventional methods in grade V. Methods followed include story-method, play-way method, lecture and demonstration.

d) Educational facilities in DIETs

Nowhere, in all sample States/UT, did the team find a functional Language Lab. It was seen that computers were kept in a room with some CDs under lock and key. Moreover, there were no instructors to demonstrate the use of the existing material. The use of ICT in developing language skills needs to be developed systematically and not just by material being displayed.

The state libraries in all the DIETs across the states need to be improved. The books were generally stacked inside iron almirahs and not used.

e) Course content

In **Chandigarh**, the subjects taught during the programme are English, Hindi, Punjabi, Science, Maths, Social Science, Educational Psychology, Elementary Education & Teaching Functions, Physical Education, Art Education, Education in Emerging India, Population Education.

In **Gujarat**, the subjects taught during PTC course are: Gujarati, English, Hindi, Sanskrit, Environment Studies, Maths, Science, Social Science, Educational Evaluation and Psychology, School Management, TLMs and Computer. Apart from it, Art and Craft, Health and Physical Education is also part of this two years course. English is a compulsory language for all student-teachers.

In **Jammu and Kashmir**, English is a compulsory subject in D.E.Ed with an optional choice of any regional language and any two core subjects which include teaching of Environmental Science, teaching of Mathematics and teaching of Social Sciences. There are two compulsory foundation papers. A candidate will have to pass all three components separately (Foundation Papers, Core Papers and Practical and Project Work). Physical education is taught in addition to the above subject.

In **Maharashtra**, the subject options available are: Primary Education and Indian Society, Physical Education, Educational Psychology, Educational Evaluation, Educational Management, Work Education, First Language (Marathi), Second Language (Hindi), Maths. Practical works-Micro Teaching, Practice Teaching Lessons, Music, Drawing, Working for the society (just like NSS). In addition to the above subjects Value Education is taught.

In **Nagaland**, compulsory subjects offered in this course are: English, Science, Maths, Social Science, Psychology, Technology and School Organisation. Besides the compulsory subjects, optional subjects available are Art Craft, Health, Environment, Physical Education, Value Education, Disaster management and Adolescent Education.

In **Odisha**, the subject options available are: Educational Philosophy, Education Psychology, Curriculum development and transaction, English language proficiency, Oriya language proficiency, Hindi language proficiency, Content-com-Method – English, Oriya, Maths, Social studies and Science. In addition to these, some other subjects are taught. For example: Art, Craft, Health, Environment, Physical education, Value education, etc.

In **Tamil Nadu**, the subject options available along with English are Tamil, Social Science, Mathematics and Science. In addition to the above subjects Art Education and Work Experience, Physical Education, Health and Yoga, Self-development Workshops, Preparation of Teaching Learning Materials and Educational Computing are the subjects taught under practicum. Chennai students can opt for Urdu, Telugu and Malayalam instead of Tamil.

In **Uttar Pradesh**, the subjects taught in the BTC course are Educational Theory, Maths, Science, Hindi, Social Science, Art, English, Sanskrit and Child Psychology. English is compulsory.

It was observed that there was **greater emphasis on theory compared to practice** though 40% time is allocated to practice teaching. The overall **linkage between theory and practice** was **weak**. Teacher educators were not able to demonstrate in an actual classroom situation those teaching methodologies they talk about and recommend to the trainees. This probably could be due to the fact that many teacher educators themselves have never worked in primary schools. Besides this, actual hands on experience was not given to them in the kind of schools in which the trainees will finally be working such as rural, tribal, multi-grade amongst others. An analysis of the syllabi of pre-service teacher training of different states revealed that most of them were not in the spirit of NCF-2005.

f) Practice teaching in different states

Since English is a compulsory subject/language to be studied in the pre-service program in all the 8 sample States/UT, the student teachers in all states took classes for teaching English during practice teaching.

Practice teaching was enjoyed by all the participants in all the sample States/UT. Participants believed that visiting the government schools and teaching the students was ‘a learning experience’ due to direct exposure to real classroom situation where they could present themselves and know their shortcomings.

In **Chandigarh, Gujarat, Tamil Nadu** and **Odisha** practice teaching was conducted during 2 years of pre-service training program. But in **Maharashtra, Uttar Pradesh and Nagaland** practice teaching took place in the second year. In **Jammu & Kashmir**, pre-service training program was of 1 year duration only.

Table – 6.4 Duration of Pre-service training programme and practice teaching

Name of State/UT	Duration of Programme	Practice Teaching	
		begins during the course in	Duration
Chandigarh	2 Years	1st year	40 days
Gujarat	2 Years	1st year	40 days
Jammu & Kashmir	1 year	1st year	20 days
Maharashtra	2 Years	2nd year	34 days
Nagaland	2 Years	2nd year	30 days
Odisha	2 Years	1st year	50 days
Tamil Nadu	2 Years	1st year	48 days
Uttar Pradesh	2 Years	2nd year	30 days

Above table indicated that practice teaching is a one time exercise in most of the cases. Ideally it should spread throughout the course to build a back-and-forth movement between theory and practice. The National Council of Teacher Education (NCTE) recommends internship in schools for a continuous period of 4 days a week and a **minimum duration of 6-10 weeks** in a two-year programme.

g) Methodology used by student teachers in practice teaching

In **Chandigarh**, students used role play, group/pair work during practice teaching . In **Jammu & Kashmir** practice teaching is conducted in phase II. Student teachers go to actual classroom situation in different schools and deliver 15 lessons in English besides other core papers under the supervision of teacher educators from DIETs.

In **Maharashtra**, students were using question and answer method, discussion, Play Way method, translation and direct Method. They were aware of innovative techniques/strategies for teaching English at the primary level such as new strategies on grammar, games with alphabets, puzzles and drill work.

In **Nagaland**, most of the student-teachers were not aware of the latest innovative techniques/strategies of teaching English at the primary level. Role-play, mime, debate, dramatization, group/pair work etc. were some of the techniques used by the teachers during the course of the lesson. Poetry is taught by reading and explaining each line, through activity or reading aloud. The teacher is also aware of the different sounds of the English language.

In **Odisha**, the student teacher used task based, activity oriented, multilingual approach in teaching English at primary stage. Students were provided an input rich environment like charts, picture cards, TLMs, etc. but no story books. They were aware of the sounds of the English language, use of correct words and sentence, stress and various intonation patterns to some extent. For developing language skills they had interactions, phonetic cassettes, storytelling sessions, role play and other activities.

In **Tamil Nadu**, student teachers teach English in grade V and do not teach grade I to IV during practice teaching. In **Uttar Pradesh**, some variation across DIETs was found. The students of DIET, Allahabad used the communicative-interactive approach. Students in Jhansi and

Saharanpur used activity-based approach. Students of DIET, Allahabad regretted the fact that they had not got an opportunity to take a class in English for practice teaching.

h) Students' perception of teacher training

The views of teacher trainees were sought on what they felt about the pre-service teacher training that they had received. The following table summarises the main findings state-wise.

Table 6.5 Student Teachers' Perception of Teacher training programme

States/UT	Perceptions of student teachers
Chandigarh	Practice teaching was most useful and interesting. Good inputs for teaching and learning process through training. Learnt new approaches, methodologies, strategies for teaching English. Developed their communication skills. Input rich environment was available.
Gujarat	Activity based learning was enjoyed most by students. Training imparted knowledge of teaching methodology, child's psychology and class management. Teaching methodologies at times proved to be inadequate in handling real classroom situations. It is difficult for child at class V level to comprehend grammar along with basics of language.
Jammu & Kashmir	Methodology used in practice teaching was activity based. English, Urdu and Kashmiri were used during classroom teaching. Pre-service training programme is not very useful in developing listening, speaking, reading and writing skills. Some of the techniques and strategies are not applicable in the classroom.
Maharashtra	Techniques and strategies taught are not applicable in classrooms. Lack of teaching aids and materials. Many programmes like debates and seminars were arranged in training programme. They were made aware of innovative techniques /strategies for teaching grammar They provided input rich environment to students.
Nagaland	They were not aware of innovative techniques /strategies for teaching English. They explained in English and Nagamese .
Odisha	They provide input rich environment to students They used interactions, phonetic cassettes, story telling sessions, role play and activities to teach students.
Tamil Nadu	Students were hesitant to converse in English due to poor vocabulary.
Uttar Pradesh	Practice teaching prepared them for their future role as teachers. Techniques and strategies taught were applicable in classrooms. They explained in English, Hindi and sometimes in Urdu. Students of DIET Allahabad regretted that they did not get practice teaching experience in real classroom situations.

They made the following Suggestions for improving effectiveness of practice teaching

- Practice teaching needs to provide for more experience in a variety of contexts (multi/monograde classrooms, large classes).
- Demonstration and observation of lesson needs to be given more time.
- The colleges should be well-equipped for giving necessary practice.
- Teacher educators should possess adequate knowledge of the subject.

i) Evaluation Method Adopted for Pre-service Training Programmes

The details of evaluation methods adopted in sampled states are being given in the following table.

Table- 6.6 Evaluation methods used in Pre-service training

State/UT	Evaluation methods
Chandigarh	Annual exams
Gujarat	Periodic tests followed by annual exams
Jammu & Kashmir	Annual exams
Maharashtra	Periodic tests, half yearly & annual exams conducted by the Maharashtra State Council of Educational Research & Training, Pune.
Nagaland	Continuous training, assignments, class tests, outdoor activities and annual exams
Odisha	Unit tests and year end examinations are conducted for the 1st year students and for 2nd year students one test is conducted before the Board examination.
Uttar Pradesh	Monthly tests along with Semester examination.
Tamil Nadu	The evaluation scheme for English is for 125 marks (100 external, 25 internal) for theory with 60 marks for teaching practice.

j) Suggestions for Improvement - Pre Service training

- Teacher education programmes should focus on and accord high priority to the development of student teacher's language competence and communication skills.
- Theory courses should have clear articulation with practical work and ground realities.
- Pre-service course should be designed to include hands-on experience in using the language in different contexts and meta-linguistic awareness with a focus on listening, speaking, reading, comprehension and writing in varying contexts.
- A course on language pedagogy would promote understanding of the language characteristics of learners, language usage, socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.

- The teachers' own language proficiency and communication skills are critical factors in school education. Training programme should focus on developing a sound knowledge-base, pedagogical and other professional capacities.
- The SCERTs and DIETs need to modify their curriculum and materials as per the major shifts recommended by NCF 2005.
- Four-year integrated programme of elementary teacher education should be launched
- Theory courses should include inter-disciplinary units which address actual needs in classroom teaching.
- School internship be increased to 6-10 weeks with visits and development of units plans.
- States like Chandigarh, Jammu & Kashmir which have annual exam need to work out comprehensive and continuous evaluation strategies.

6.1.2 In-Service Teacher Education

In-service teacher education has been recognized as an essential input for new developments in knowledge and pedagogy in the subject areas for teachers. In order to improve the quality of teaching learning in English at primary stage, to enhance communication skills of teachers and to enable them to teach English using appropriate methodology, every state/ UT organizes in service teachers' training programs at various levels.

In-service training is provided at different levels in the states-by /SCERT/ SIE/ SIEMAT at state level, by DIET at district level and BRCs & CRCs at lower levels. The institutions involved in training teachers for teaching English in various states are as under:

- English and Foreign Language University (EFLU), Hyderabad.
- Regional Institutes of English at Bangalore and Chandigarh.
- English Language Teaching Institutes (ELTI) at Allahabad, Aurangabad, Bhopal, Bhubaneswar, Calcutta, Guwahati.
- SCERT (Patna, Udaipur, Mizoram, Chattisgarh)

So far 30 State Councils of Educational Research and Training (SCERTs), 38 Institutes of Advanced studies in Education (IASEs), 87 Centres for Teacher Education (CTEs) and 500 DIETs have been set up as teacher education resource institutions in the country.

a) In-Service Teachers' Training in 8 Selected States/ UT

All sample states organize general in-service training for their teachers at primary stage.

Table 6.7: Organization of In Service Teachers' Training Programs in 8 selected States/ UT

Name of State/ UT	In-service Training Programme			
	Type	Duration	Institute responsible	Resource person
Chandigarh	Short term courses	10 days	RIE, Chandigarh (in collaboration with SSA-SPO)	Lecturer/ professors in RIE
Gujarat	Short term courses	Normally one week but varies	SCOPE, DCE DIETs at district level	University lecturers/ professors, eminent scholars
Jammu & Kashmir	General	20 days	SPO-SSA & DIET in collaboration	Zonal resource groups
Maharashtra	Short term courses	7/ 15 days	SCERT, DIETs	Internal faculty members/ RPs
Nagaland*	Certificate in Primary Teacher Education (CPTE)	6 months	SCERT, Kohima and DIETs at district level	SCERT/ DIETs English faculty
Odisha	training program in English	7 days	DIETs at district level	DIET language faculty
Tamil Nadu	Short term Courses	15 days	British Council & SSA	ELT experts
Uttar Pradesh	Short term courses	4 months	ELTI, Allahabad, DIETs	ELTI faculty members

*further details given on page 74.

Subject specific training programmes particularly for English were rare; in-service training was generally for all subjects. In **Uttar Pradesh, Chandigarh, Nagaland and Odisha**, the in-service teachers' training programmes are generally organized under SSA in winter vacation.

In **Uttar Pradesh, Chandigarh, Nagaland, Odisha** and **Tamil Nadu** regular in-service programmes are conducted annually. In **Gujarat, Maharashtra** and **Jammu and Kashmir**, in-service training programmes are organized without any fixed time schedule.

State-wise findings on teachers' training for teaching of English are as follows -

i) Chandigarh

SSA, Chandigarh, organizes in-service teachers' training programmes specifically for teaching English at two levels.

Intensive in-service teacher training programmes were organized by SSA through Regional Institute of English, Chandigarh for 10 days for elementary level teachers. At the cluster level, academic meets are conducted every month for two days on the same issues and topics, as different groups of teachers attend the meet on both days. The topic and the issues selected for that particular month's meet are discussed thoroughly, for example, warm-up activities, TLMs,

props, methodologies, worksheets and problems/ issues related to teaching-learning processes such as lack of interest among the students and parents.

ii) Gujarat

In Gujarat, SSA has made provision to train the teachers under Society for Creation of Opportunity for Proficiency in English (SCOPE). This organization also conducts exams at various levels (A1, A2 ----- C1, C2). Many teachers qualified the A1 and A2 level. SCOPE has trained Master trainers, the faculty members from DIETs, who in turn trained trainers from Resource centres at block and cluster level. These trainers impart training to teachers. Short term and need based programmes are organized by DIETs.

District Centre for English develops In-service modules based on material from English and Foreign Language University (EFLU), Hyderabad. Variety of training materials such as pictorial story charts, language games and rhymes, video material and print material etc. were used. Flash cards developed by DIET and M.M. Patel Institute for English Training and Research (HMPIETR) were also used during training.

HMPIETER also conducts one month programme and weekly orientation programmes for teachers at primary stage to teach English as a language.

iii) Jammu and Kashmir

Under SSA, in Jammu and Kashmir, DIETs provide training to DRG (District Resource Group) and DRG provides training to ZRG (Zonal Resource Group) and finally ZRG gives training to primary school teachers. This is a general line training not subject specific training. The in-service teachers' training is generally organized for 20 days in winter vacation.

iv) Maharashtra

In Maharashtra, State Institute of English for Maharashtra trains teacher educators who are the faculty in junior colleges. DIETs conduct these training programmes for teachers; they provided 12 days training in 2008-09. Training is given in participatory mode. English was used as medium of instruction with focus on enhancing knowledge including vocabulary and speaking skills of the teachers.

In 2009-10, no in-service training was planned for English in the 29 DIETs. Since subject specific faculties were not available in English, they decided against any training program in English. All the teachers of English at primary level were asked to solve workbooks on the basis of mistakes committed by teachers and specific modules were prepared to address the issue.

v) Nagaland

Teachers in Nagaland have been enrolled in Certificate in Primary Teacher Education - a correspondence programme specially designed for in-service teacher training. This correspondence course is of 6 months duration and includes 1 week of practice teaching/ Micro teaching and one month of contact programme at block level.

The focus of the training is on developing basic teaching skills, trends in education, child psychology, life skills and educational technology. Training was imparted through interaction and due emphasis was given on developing speaking skills.

vi) Odisha

In Odisha, data could be collected only for the previous training programmes in English as at the time of visit to DIETs in-service teachers' training programme was not taking place. It was earlier held for 7 days in which 50 participants were trained. The training programmes are usually organized throughout the year once in each block by rotation. Programmes are residential or non-residential depending on the availability of resources.

The objectives of the programme were to enable the teachers to teach English in primary classes with focus on use of appropriate methodology; enhancing their communication skills, developing TLM; effective transaction of lessons in the classroom and designing activities for developing these skills in students. School headmasters, retired principals, faculty from ELTI and senior teachers etc. acted as external resource persons. The programmes were held in participative mode. Relevant documents and hand-outs were also distributed. The medium of instruction was bilingual. Report of each session was prepared by participants and shared everyday.

vii) Tamil Nadu

In Tamil Nadu, the collaboration of three organizations - UNICEF, Sarva Shiksha Abhiyan and the British Council, working within defined roles, ensured that the programme was implemented efficiently and effectively. So far, 900 Master trainers have been trained by the British Council who trained teachers in turn. The training period ranged from 5 to 20 days.

The course design included comprehensive needs analysis, the overall objectives being to improve classroom teaching of English and to provide practical guidelines. The methodology was more practical, working in pairs, groups and discussing ideas. The contents of the programme were: general classroom management, pronunciation, how to begin and end a lesson, giving instructions, asking questions and eliciting answers, developing confidence of students, presenting new language, correcting learners and giving an accurate spoken English model for students, use of ABL cards, Hello English and supplementary readers.

viii) Uttar Pradesh

In Uttar Pradesh, English Language Training Institute (ELTI), Allahabad, conducted four months training programme in teaching English for teacher educators in the year 2010. DIET provides training to teachers. Training was activity based and was imparted in a participatory mode. The emphasis was on making learning activity-based and developing speaking skills.

b) Materials developed/ used for In-Service Teacher Training Programmes

In **Chandigarh**, Regional Institute of English has developed teacher's handbooks for Marigold series (classes I to V). In these handbooks each unit has been discussed thoroughly, for example,

how to conduct warm-up activities, step by step transaction of the lesson (prose, poetry or play), carrying out activities given at the end of the lesson. They have also talked about various types of TLMs that can be used by the teachers in the classroom. For classes I and II, flash-cards, with pictures and words, have also been developed for effective transaction of the content.

In **Gujarat**, GCERT has developed a book on preparing teachers training materials in English for classes V, VI, VII. In-service training was imparted in Gujarati medium. Instructions in training materials are also in Gujarati.

In **Maharashtra**, modules have been prepared for in-service training. MPSE had outsourced in-service training programs to outside agencies like EDUCARE, YASHODA (semi-govt. organization) and ILF.

For **North Eastern states** a training package for Teaching English at Primary level has been prepared by NCERT.

In **Odisha**, the TLMs used in the class are Dictionary, Charts and Work Sheets, Atlas, Chalk and Black board, Audio cassettes (cassettes to practice speech sounds and phonetics from CIEFL, Hyderabad). They also read passages and then ask questions for development of listening skills. Modules for training were prepared by the SCERT three years back. The DIET faculty adapts the modules by incorporating changes depending on the needs of the trainees.

In Tamil Nadu ABL cards, CD 'Hello English' and supplementary readers were used. In **Uttar Pradesh**, some modules were available for in-service training of primary teachers.

c) Resource Persons and Institutions

Generally, both internal and external resource persons are invited to train primary teachers. Depending upon the need of training, external persons from state universities, eminent scholars from other states or from national level organizations like NCERT were requested to share their expertise.

Internal English faculty members like lecturers in DIETs, ELTIs and RIEs seemed to benefit from such programs. Firstly, they themselves received inputs from outside faculties and enriched their knowledge by sharing experiences and secondly, they became master trainers after receiving training and then in turn prepared trainers for neighboring DIETs.

d) Assessment of In-service Teacher Training Programmes and Follow up Action

It is a general practice to give a test paper to the teachers to answer before and after the training. This contained some questions on grammar, comprehension of a given passage, vocabulary exercises, etc. They were also given a feedback proforma to evaluate the program. The questions in it mainly related to boarding, lodging, teaching, opinion about resource persons, topics they liked/ did not like and suggestions for improvement of the programme. Participants' and Resource Persons' opinions were used for the betterment of the next training program.

In **Chandigarh**, at the end of the 5-day in-service training program, the trainees were given a feedback proforma to help the organizers assess the effectiveness of the training program.

In **Nagaland**, the participants are also made to prepare a report of each session. According to the DIET faculty members, they visit schools, observe classrooms and interact with the teachers. They also review each unit/ topic with the main ideas and themes. Such kinds of programmes are usually organized twice a year. However, according to school teachers, it is only the EBRC faculty who visit the schools.

In **Odisha**, participants prepare a report of each session. The reports are presented everyday before the beginning of the first session each day. The participants feel very happy and are quite interested to learn more. They want these types of programmes to be conducted regularly. The motivation level of the participants was very high after the training programme.

In general, there is no *follow up action* after the training in any state, though the need for follow up is felt by the trainers. Because of lack of monitoring, these programmes become meaningless once the trained teachers go back to their respective schools and start teaching in the usual traditional/ mechanical way. Trainers were of the view that only some teachers try to improve their teaching by applying the techniques that they learnt during the programmes, but not all teachers.

e) **Outcomes of In-service Teachers' Training Programme**

One important issue which needs to be looked into is, the utility and significance of in-service teachers' training programs, particularly in the context of training for teaching English. Are teachers really benefiting from these short term courses?

The major outcome that has surfaced after review of these training programmes in different States/ UTs is that these programmes have raised the awareness level of the participants about diverse teaching methodologies to be used for teaching a language. Teachers are now more aware of use of ICT and TLMs.

The innovations in Yavatmal (Maharashtra) is worth replicating as far as use of TLM grant is concerned. It emphasizes that development of TLM does not mean just buying charts and diagrams from the market, as observed in many schools of some other states; it is the process of attracting talents of both teachers and students to come together for a common goal of developing new TLM.

These training programmes also offer a gamut of opportunities to enthusiastic participants to get together and share their knowledge and experience. Motivation level of participants was found to be very high.

6.2 Conclusion:

The position Paper on Teacher Education for Curriculum Renewal, NCF 2005 pointed out that 'concepts like activity-based teaching, joyful learning, classroom management for large size

classes and multi-grade situations, team teaching, cooperative and collaborative learning which require demonstration and participatory training are also often taught through the lecture method’.

The student teachers felt that teaching in general as well as teaching of English as a subject becomes difficult due to

- (a) lack of input-rich communicational environment in school and at home
- (b) lack of teaching aids/materials and absence of media support,
- (c) students’ lack of interest in study, their poor vocabulary along with influence of the mother tongue, lack of family support and unfavourable learning environment at home.

After 5 years of constant effort in training of teachers, the situation has not changed much. The functional links and collaboration between institutions involved in training of teachers are weak. In the pre-service programmes the component of practice teaching is also less.

The condition of DIETs was found to be gloomy. They were under-resourced, had vacancies and many of them had no English faculty.

At present, in-service education for teachers is largely characterized by a ‘top down’ model, which is ‘fund driven’ rather than ‘need driven.’ The programmes were mainly short term, ad-hoc and ‘project driven’. Ideally, in-service teacher education programmes need to (a) fill the gaps existing between what has been learnt through pre-service teacher education and the challenges faced due to the changing needs in the education system, and (b) provide opportunities for finding solutions for day-to-day problems being faced by teachers.

Suggestions

- A paradigm shift is required for teacher preparation in English, the teaching conditions and the overall existing elementary programmes in the country. This calls for vigorous efforts at the state, regional and national levels.
- Each DIET should have language education faculty in the languages taught in government schools of the district. English language faculty should be placed in SCERTs.
- Specific training programmes for teaching of English, both short term and long term need to be conducted. They should be based on teachers’ needs.
- Training programmes need to be improved through concerted efforts. For this more time and field based feedback is vital. Use of video conferencing would be useful for orienting large number of teachers.

CHAPTER 7

Curriculum and Textbooks

7.1 Curriculum and Syllabus

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. It also advocates attempt to discourage rote learning and maintenance of sharp boundaries between different subject areas.

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and pursue imaginative activities. They should recognise that when given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, and not as receivers of a fixed body of knowledge.

The National Curriculum Framework 2005 defines the following objectives on teaching of English at primary stage:

Level– 1 (Classes I – II)

- to build familiarity with the language primarily through spoken input in meaningful situations (teacher talk, listening to recorded material, etc.).
- to provide and monitor exposure to and comprehension of spoken, as well as written English
- to provide a variety of inputs (through mother tongue, signs, visuals, pictures, sketches, gestures, single word questions/answers).
- to help learners build a working proficiency in the language, especially with regard to listening with understanding and basic oral production (words/phrases, fragments of utterances, formulaic expressions as communicative devices).
- to recite and sing poems, songs and rhymes and enact small plays/skits
- to use drawing and painting as precursors to writing and relate these activities to oral communication.
- to become visually familiar with text [word(s)], what it means, and to notice its components - letter (s) and the sound-values they stand for.
- to associate meaning with written/printed language.

At the end of this stage learners should be able to

- talk about themselves, members of the family and the people in their surroundings.
- follow simple instructions, requests and questions, and use formulaic expressions appropriately
- enjoy doing tasks (including singing a rhyme or identifying a person, object or thing) in English
- recognise whole words or chunks of language

- recognise small and capital forms of English alphabet both in context and in isolation
- read simple words/short sentences with the help of pictures and understand them
- write simple words/phrases/short sentences

Level – II (Classes III, IV and V)

- to provide print-rich environment to relate oracy with literacy.
- to build on learners’ readiness for reading and writing.
- to promote learners’ conceptualisation of printed texts in terms of headings, paragraphs and horizontal lines.
- to enrich learners’ vocabulary mainly through telling, retelling and reading aloud of stories/ folktales in English.
- to use appropriate spoken and written language in meaningful contexts/situations.
- to give them an opportunity to listen to sounds/sound techniques and appreciate the rhythm and music of rhymes/sounds.
- to enable them to relate words (mainly in poems) with appropriate actions and thereby provide understanding of the language.
- to familiarize learners with the basic process of writing.

At the end of this stage learners will be able to:

- narrate his/her experiences and incidents
- exchange his/her ideas with the peers
- carry out a brief conversation involving seeking/giving information
- enjoy reading a story, poem, a short write-up, a notice, poster etc
- take dictation of simple sentences and to practice copy writing from the blackboard and textbook and to use common punctuation marks
- write a short description of a person, thing or place – prepare a notice, or write a message for someone
- write a short composition based on pictures
- take part in group activity, role play and dramatisation

Gujarat

Gujarat developed the syllabus for classes I to VII in 2008-09. English is introduced in the state from class V. The curriculum according to NCF-2005 has not been revised. New books are yet to be written.

Jammu & Kashmir

State curriculum was revised in the year 2009 in the light of NCF-2005. There is no definite policy regarding curriculum revision. English as medium of instruction was introduced in the year 2002.

Maharashtra

Curriculum in the light of NCF 2005 has not been revised. The syllabus of English at the primary level recommends a number of useful strategies and techniques within a child-friendly framework that lays stress on self-learning. Its broad features involve: a skill-based design; activity-based learning; need-based and life-oriented content; importance for children's interests, likes and dislikes with focus on confidence, creativity and cooperation (peer learning); fluency rather than accuracy in children's own expression; no formal teaching of grammar in the first five/ six years; no formal evaluation in classes I and II, innovative use of mother tongue skills to develop insights into both languages.

Nagaland

The existing curriculum for primary education which is based on NCF 2005, was developed in the year 2006 and implemented in the year 2007. The SCERT at Kohima is the main state body responsible for curriculum revision. This is frequently carried out after a period of every 5 years.

The syllabus in Nagaland records the importance and inevitability of English language in the Indian educational system and their society. It is clearly stated that English has been accepted as the official language by all sections of people in Nagaland.

The syllabus does not indicate or provide any assumption about nature of languages, learning, learner profile and local context in learning any subject or language.

Odisha

In Odisha, the curriculum was revised in the year 2007 to be in line with NCF-2005. Curriculum is reviewed after every five years. English was introduced at class III level in the year 2005. As per the state syllabus the emphasis at lower primary stage would be on language input (through listening and reading) rather than on output (through speaking and writing). The relative weightage for the teaching of the four skills at this stage will be listening (50%), speaking (10%), reading (30%) and writing (10%).

Tamil Nadu

The curriculum has been revised in 2010 and is based on NCF 2005. The official language of the state are Tamil and English and both are taught in schools.

Uttar Pradesh

The state has the policy of reviewing curriculum every 5 years. English is introduced in class I in all government schools in the state. The state developed a syllabus in English in the year 2002.

The aims of language teaching-learning are given under two broad categories

- (i) General aim which contains (a) Semantic aspect (understanding meaning) (b) Phonetic aspect (spelling and pronunciation), (c) graphic aspect (written form), and (d) the phonetic-cum-graphic aspect (reading).
- (ii) Apart from the general aim, each lesson should have specific aim.

However, the specific aim remains unclear. The aim in reality is ‘to proceed from known to unknown’ and ‘from concrete to abstract.’ The procedure or method is presented as specific aim.

The syllabus gives a list of listening, speaking, reading, writing (LSRW) objectives expected to be achieved after completion of each class. Listening and speaking skills are integrated.

All the states covered in the study follow the guidelines given in NCF 2005. In most of the states, the preparation of textbooks is by the Textbook Bureau or Textbook Board.

Table – 7.1 Names of the textbooks at primary level

Sl.No	State	Name of the Book/s	Primary Classes
1.	Chandigarh	Marigold	I- V
2.	Gujarat	English V	V-VII (Elementary)
3.	Jammu & Kashmir	Interactions in English, Tulip series	I-V I&II
4.	Maharashtra	Bal Bharati ,My English Book	I-IV
5.	Nagaland	My World and I Cherry Blossom Series Avenues	I –II III- IV V
6.	Odisha	My English Book Enjoy your English	III IV – V
7.	Tamil & Nadu	English Course Book	I- V
8.	Uttar Pradesh	Kalrav Rainbow Series	I –II III-V

Curriculum/ syllabi and English textbooks were collected from the State Textbook Bureaus/ Boards and analysed for this study

7.2 Text Book Development

Textbook development is one of the major areas of NCERT’s roles and functions. NCERT develops textbooks for all subject areas from classes I to XII. Present textbooks are based on the syllabus developed as a follow up to National Curriculum Framework 2005.

Textbook development committee looks into the development of textbooks. The committee comprises experts in subject area, teachers and teacher educators. The materials such as poems, stories, articles, anecdotes are selected after detailed discussions, keeping in view

age, interest, cognitive development, immediate environment of the learner. Thereafter, the activities are designed.



National Council of Educational Research and Training developed *Marigold* series, English textbooks for Classes I to V, based on the new syllabus prepared as a follow up to the National Curriculum Framework, 2005. There is one textbook for each class. There are no separate workbooks, teachers' books, activity sheets or web support. The concept of the workbook is integrated in the textbook, and the teacher's pages are also given with each unit in every text book to help the

teacher transact the lessons effectively. The content is interesting covering different genres. These textbooks now contain musical CDs on poems and rhymes included in the textbooks. *Marigold* series have been adopted/adapted by 8 States/UT including the Union Territory of **Chandigarh**.

Table 7.2 showing the states which adapted/ adopted NCERT books

S.No	State	Name of the agency	Year	Class
1.	Jharkhand	J.E.P.Council,	2010-11	II only
2.	Goa	Goa Board of Secondary & Higher Secondary Education	2009-11	I to V
		SCERT, Goa	2010-11	I to V
3.	Andhra Pradesh,	Govt. of Andhra Pradesh, Hyderabad	2009-10	V only
4.	Delhi	Delhi Bureau of Textbooks	2009-10	I-V
5.	J & K	State Board of School Education, Jammu	2009-10	I and III
6.	Assam	SCERT, Assam	2010-11 (in process)	I to V
7.	Uttarakhand	National Institute for Visually Handicapped (NIVH), Dehradun	2010-11	I to V

Layout and design

Marigold series developed by National Council of Educational Research and Training are colourful and attractive. Pictures, illustrations etc. are of very high quality. The cover page is multicolour. Throughout the series, colourful pictures are used which support the content and will help the learners understand the text better. The font size is 14. All the examples given in the textbook are culture specific and illustrations are big enough to help the learners understand the text. The learners will be able to involve themselves in the process of learning through pair work and group work. This will make learning a joyful experience for them and inculcate a love for the language. The books are culturally in tune with the reader. There are teacher's pages with every unit. The quality of the paper, printing and binding is of high quality.

In the following section the findings related to textbooks used in the sampled states are given.

i) Chandigarh

In **Chandigarh** *Marigold* series developed by NCERT have been prescribed for primary level. The textbooks give higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience. All the five books are age appropriate and relevant to the locale and culture. Each book has ten units. The books address both the learners and the teachers. Each unit is supplemented with teacher's pages. The reading, writing, listening and speaking skills are given in an integrated manner. There is also integration with other subject areas such as EVS, Maths, Arts etc. The books have scope to connect learning with the daily lives of the learners. The text books are designed in a manner to develop communicative and literary skills. There is representation of different genres such as stories, poems, drama, language, word games, crosswords, guess, songs and dialogues. As far as errors are concerned, there are no factual or grammatical errors in the content. Also there are no proof reading/printing errors or errors in illustrations in these textbooks.

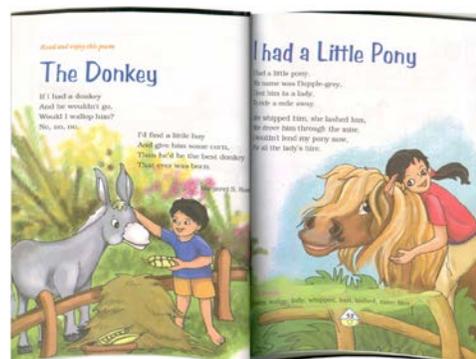
ii) Gujarat

The textbooks are developed by Gujarat Council of Educational Research & Training (GCERT) and distributed through Gujarat State School Board of Textbooks. English is introduced in the state as second language at the primary level from class V. There is one textbook for each class along with the workbook or activity book. Teacher's manual includes pre-tasks to be done in the class.

In the opening pages of the books *Statements of Competencies* are given with regard to Listening, Speaking, Reading and Writing from the units. The Modified Communication Approach is further adopted. The evaluation mechanism is also provided in the form of *Oral Performance and Written examination* of the students. For *Oral Work*, initial 32 pages have been devoted and for *Written Work*, 13 pages have been given. Translation method is used everywhere in the book to understand the meaning of the content in English. *Gujarati* is the medium of instruction and is used for understanding the meaning of English words. Structural approach is still being followed.

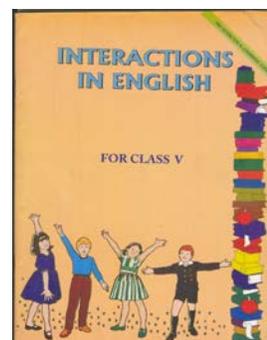
Selection of content

In **Gujarat** textbooks the opening pages for oral exercise consist of formal and informal greetings along with a small nursery rhyme (prayer) for the God. Then, gradually, themes such as birds, animals, modes of transportation, fruits, local fauna and flora etc. are introduced to the learners. There is a swift shift because of the late inclusion of English language in the state and thus the child of 10-11 years is expected to have an earlier familiarity with all these themes. The introductory pages also mention issues like disaster management, gender equity, sanitation, Indian culture and global exposure etc. but these have not been dealt within the textbooks.



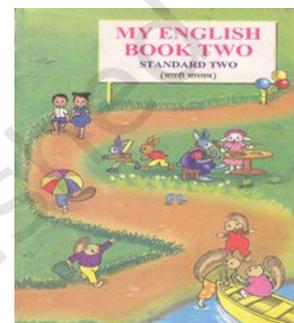
Activities

Textbooks have plenty of oral work, written work and project work. Exercises for project work are given to promote self learning among the children. The Modified Communicative Approach (Modcom) is further adopted and aimed at shifting from fluency to accuracy.



iii) Jammu and Kashmir

Curriculum, syllabi and textbooks are designed by the State Institute of Education upto upper primary level while Jammu and Kashmir Board of School Education develops Textbooks in English for classes I to XII. The textbooks for classes I to V are part of a series entitled *Interactions in English (2003)*. The textbooks were developed by the State Board of School Education. Presently, the state is in the process of revising its text books '*Tulip Series*' in the light of NCF-2005. These have been developed by Academic Division of the Jammu & Kashmir State Board of School Education. Textbooks for classes I, III and IV have already been developed under English Curriculum Renewal Project which was launched with the active support and help of the British Council, New Delhi.



In the textbooks, Teacher's Notes are given from class III onwards. Reading, Writing, Listening and Speaking (RWLS) skills are integrated within the chapters. The textbook rarely uses the regional language. There are references to Eid, Christmas, Mausi, Badi Bua, Nullah, Gittas, Habba Kadal, some names of regional flora and fauna, etc., all of which may contribute to a positive attitude towards multi-culturism and multi-linguism.



It was noticed that there are some printing/proof reading errors in some of the books developed by the state.

Layout and Design

The books developed in the state are multi-coloured and attractively laid out. The size of the books is A4 and the font size is 16. The paper quality, printing and binding of the books needs some improvement. The illustrations are colourful, age appropriate and according to the content.

At many places the books are not in tune with the state culture. English names and photographs of children from other countries have been given which are not culturally suitable.

In Book I of Tulip series, many pages have been taken from the NCERT's *Marigold* series and re-produced (pages 36-69). It seems that the authors have developed only initial pages and for the rest of the pages they have borrowed from other sources but have not acknowledged the source.

Content

The textbooks integrate other subject areas such as EVS, Math, Arts etc. The books relate to the child's life and are helpful in developing communicative and literary skills. As compared to classes I, II, III and V, the class IV textbook is very simple. The level of class III book is higher than that of class IV. The format is also different from the rest of the books; it starts in a novel way by providing lessons on the environment. The book lacks 'Teacher's Notes', has simple passages and sentences and has only two short stories, though the learners are introduced stories from class II. This book needs to be redesigned.

Activities

There are several sections in the textbooks which are designed to develop the learners' word power, vocabulary and the ability to speak and write well in English. These sections are called- *Let's begin, Let's read, Words you may not know, Let's understand, Using Words, Using language, Let's talk, Let's write, Do it your self*, etc. along with others activities.

iv) Maharashtra

The decision to introduce English form class I was taken in December 1999 and was implemented from June 2000. The textbooks developed by **Maharashtra** state are based on the syllabus and the objectives of primary stage curriculum (NCF 2005). The government agency responsible for preparing the syllabus is the *Maharashtra State Council for Educational Research and Training*. The academic wing of Maharashtra State Textbook Bureau and Curriculum Research prepares textbooks based on the syllabus for each language and other school subjects with active participation of teachers.

My English Book series for classes I to V is used for Marathi medium students while for English medium students *Bal Bharati* series is used. Workbooks for each class and teacher's handbooks have also been developed.

All the books were found to be relevant according to the child's age, time, culture and environment. All the four skills (Listening, Speaking, Reading, and Writing) are integrated as well as there is integration with other subjects such as EVS, Maths, Science, Arts, etc.

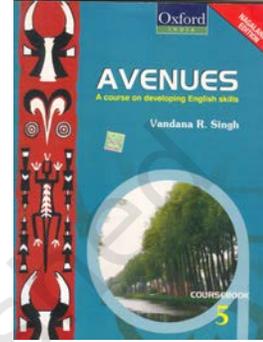
Layout and Design

The size of the textbook varies with class, for Class I it is A4 while for class II to class V it is A5. The size of workbooks for classes II to V is A4.

Content

The textbooks developed have incorporated different themes along with environment etc.

The textbooks also contain ‘**Teacher’s pages**’. They also contain instructions for the teachers in the students’ mother tongue so that interested parents may also follow them easily. **Transcriptions** of English words, dialogues and poems were also provided in the students’ mother tongue scripts (Devanagari, Arabic, Gujarati, Kannada and Telugu) for the same reason. The meanings of difficult words are given in the regional languages in the textbooks.



v) Nagaland

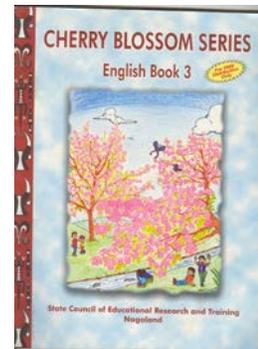
SCERT, **Nagaland** had developed a separate Curriculum and Syllabus for pre primary and Elementary Education. The methods and techniques followed in the preparation of the textbooks are in tune with NCF 2005.

The textbooks for classes I to IV have been developed by members drawn from SCERT, DIETs, and school teachers from both private and government schools, who were identified and trained by UNICEF consultants through workshops under EQUIP (Educational Quality Improvement Programme) launched in 2002 by government of Nagaland in association with UNICEF. The name of the series for classes I to II is “**My World and I**”; for classes III to IV is “**Cherry Blossom Series**”; and for class V, it is “**Avenues**”.

Books for classes I and II are integrated textbooks for English and Environmental Studies. For classes III, IV and V textbooks are separate.

Layout and Design

The books are well printed, attractively laid out and satisfactory with regards to paper quality, font size and binding. Illustrations are age appropriate and culturally in tune with the child.



Content

The textbooks make an attempt to sensitize the child to the environment. This seems to be the idea for developing an integrated book for English language and for the Environmental studies. The culture of Nagaland has been covered through vernacular names of children/persons in lessons of the textbook. Through chapters on topics such as Diwali, Christmas etc. a multi-cultural and multi-thematic tinge has been woven in the book.

Different genres like story, poem, play, autobiography, tongue twisters have been given with interesting themes.

vi) Odisha

Textbooks have taken into consideration the syllabus and the objectives of primary stage curriculum given in NCF 2005. The department responsible for the textbook publication is *Department of School and Mass Education*. English is introduced from class III, *My English Book* is for III, *Enjoy your English* is for classes IV and V. There is one textbook for each class. They do not have workbooks, teachers' books and activity sheets. All the three books are age appropriate, relevant to the locale and culture.

The objectives are to help children to develop the skills of listening, reading, speaking and writing through meaningful practice to develop their vocabulary in English and to give them some understanding of grammar in context without using grammatical terms such as noun, verb, past tense and present tense.

Layout and Design



The size of the text book for classes III to V is A4. The cover is multicoloured. The books are also multicoloured. All the illustrations and chapters are attractively laid out. Font size is 14 for text and 12 for instructions. The quality of the paper, printing and binding of the book is satisfactory.

Content

Through the multi-thematic pieces in the textbooks children are exposed to various cultures. Ideas and themes given in the textbooks sensitize the child to the environment and gender.

In Odisha, language items included in the textbook are: comprehension questions, inferential questions, variety of exercises, riddles, crosswords, fill in the blanks and matching of words, exercises, puzzles, words with similar sounds, number writing, writing letters of alphabet in order, dialogue practice, 'true and false' items, jumbled words, picture substitution, describe animals, birds and people, preposition, (look at the pictures and say where the things are); rearrange the sentences to make a paragraph, word chain, picture story writing, writing secret messages using numbers, listening comprehension (How to make tea?), role play, pairs of words, jumbled sentences, etc. Project work, grammar exercises, vocabulary development activities, exercises for the development of listening, speaking and writing skills have been included.

vii) Tamil Nadu

The curriculum, syllabi and textbooks are developed by the state. The *Directorate of Teacher Education Research and Training* (DTER) and the state's Sarva Shiksha Abhiyan

develop textbooks and other material upto class VIII. Textbooks in English are developed and used by all the schools affiliated to the State Board.

Textbooks from grade I to V form part of series brought out by the *Tamil Nadu Textbook Corporation*. For grades I to IV the books titled *English Course Book* are developed/prepared to be used in conjunction with the ABL cards. At specific intervals along the ABL ladder, activities which require the use of the textbook are listed. There is a prescribed English Course Book for each year of study. Book V is the only book in the series which gets transacted in the classroom. The textbooks in earlier grades are hardly ever made use of in the English classroom. In grades I to IV it is the ABL cards that the children work with. Thus, while some structures, rhymes and stories are learnt, communicative competence and basic language proficiency are not being achieved by students at the primary level. Cards are also provided at specific intervals along the ABL ladder. Activities which require the use of the textbooks are listed.

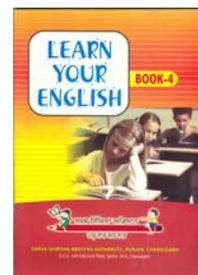
Textbooks have given a list of competencies which include the skills and sub-skills of listening, speaking, reading and writing. Vocabulary development and the use of language functionally to develop communicative skills are also listed among competencies to be developed at each grade.

Layout and Design

The size of each book is 9” x 7” and has a glossy colourful cover. The font size used is 16. There are plenty of Illustrations depicting animals, birds, flowers, the world around the child and people in attires which children recognize and identify with. Illustrations are not all of the same quality and appear smudged in many places. There is scope for improvement in illustrations, design, layout, printing, etc. in the textbooks developed by the State.

Content

Meticulous care and precision is discernible in the selection of lessons for these textbooks. Stories and poems are selected from a wide spectrum cutting across geographical, cultural and civilizational boundaries. This inclusive nature is the most commendable feature of these textbooks. In most of the books different genres like poem, story, play, autobiography etc. have been incorporated which cover wide range of themes given in the syllabus. The contents of the textbook are age appropriate and address both the learner and the teacher. Skills are taught in an integrated manner and lessons include areas from EVS, Maths and Arts. It was observed that the textbooks have some grammatical errors. The choice of authentic published passages would have made the texts better tools for teaching English.



There is no explicit effort at gender sensitization or inculcating the concept of multiculturalism in the textbooks but the illustrations depict girls and women as functional members of society. Names of characters express a multi-religious, multi-cultural thrust. Multi-lingualism has not featured in the textbooks and there are no references made to the differently abled.

viii) Uttar Pradesh

The State Council of Educational Research and Training (SCERT) develops curriculum, syllabus and textbooks for all the classes in the language available for students at the primary and upper primary stages. The textbook *Rainbow* series has been approved by Uttar Pradesh Basic Education Council. The cover page has been taken from NCERT Textbook and is the same from classes I-V. Cover design could have been changed. The syllabus is in accordance with the objectives of Primary stage as formulated in the National Curriculum Framework (2005). The foreword is written in Hindi. The content of the textbooks matches with the objectives.

The books are age appropriate and relevant to the local environment of students. Class III textbook has 15 chapters, Class IV and Class V textbooks have 18 chapters each.

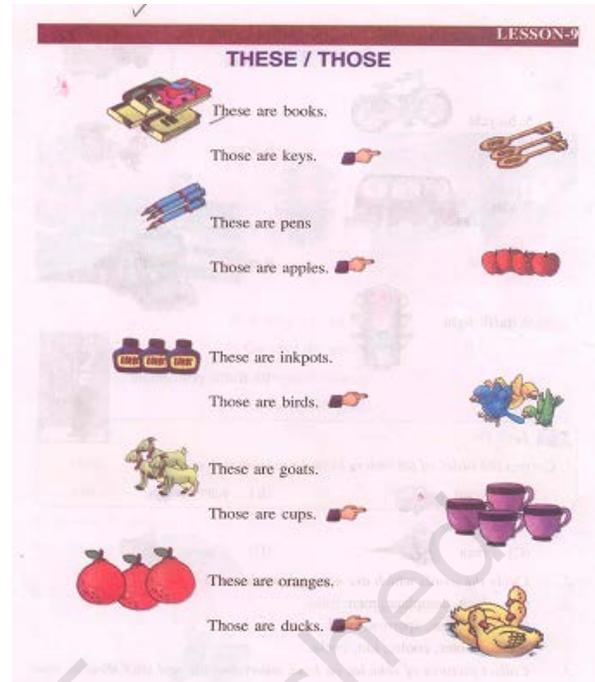
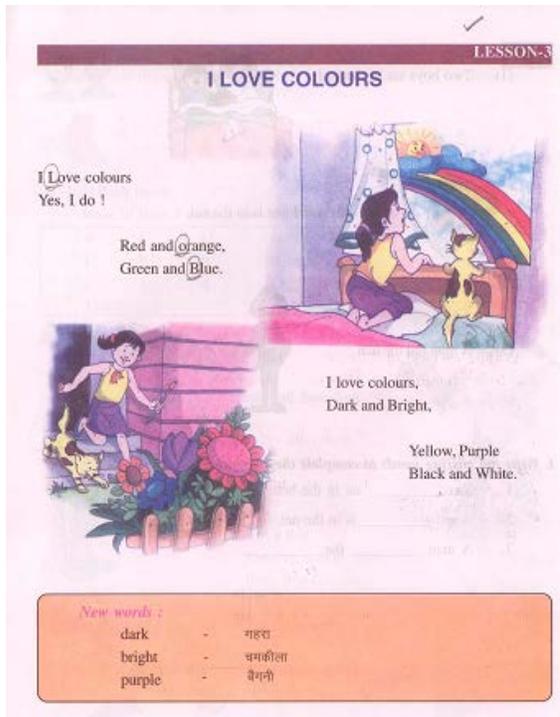
The questions that follow the lessons belong to both comprehension and inferential categories. Visual inputs have been provided for some grammar items. A variety of exercises is used such as fill in the blanks', crosswords, rearranging of letters, and make sentences. Interesting projects such as 'cutting out pictures from old magazines', 'writing the names of animals' are included. There is also focus on vocabulary development and writing skills. The textbook also has provision for listening and speaking exercises.

The books address both the teacher and the student. The four skills are presented in an integrated manner. Links with subjects like Science and Social science are provided through lessons dealing with parts of the body, love for birds and animals and so on. Some pages have been prepared by a few authors while many of the pages have been taken from the NCERT textbooks.

Layout and Design

The size is smaller than A4 size; the font size is 12 (Classes- III, IV, V); the paper is thin; illustrations are in 4 colors which need to be improved upon. The syllabus for each class is included at the beginning in the textbooks.

Most of the illustrations have been taken from the NCERT *Marigold* textbooks but without any acknowledgement; the names of the authors are given but there are no details to show who they are. In Rainbow Book 3, many pictures/ illustrations have been taken from the NCERT *Marigold* textbooks without proper context. The structural approach is followed in many of the lessons.



Overall it was felt that

- There is scope for improvement in terms of illustrations, design, layout, printing, etc. of the textbooks developed by most of the states.
- Textbooks are written in an *ad-hoc* manner.
- Textbooks in general, do not relate to the child's life experiences.
- State textbooks need to be designed and written carefully, edited professionally and field tested.
- Certain tasks can be accompanied by several other kinds of materials (dictionaries, worksheets, activities encouraging reflective thinking etc.).
- Content needs to be presented in an interesting and attractive manner.
- Lessons with provision for vocabulary development and variety of exercises need to be incorporated.
- Integration with other subject areas, such as mathematics, Science, health and physical education etc needs to find place in the language textbooks.

CHAPTER – 8

Major Findings and Suggestions for Improvement in Teaching of English

8.1 Context

Present study was commissioned to NCERT by Ministry of Human Resource Development through EdCIL's Technical Support Group for Sarva Shiksha Abhiyan to ascertain the status of teaching English at the primary level in different states, to analyse the curriculum and textbooks of English, to find out how the training programmes (both pre-service and in-service) are organised for teachers teaching English and to get an idea of the classroom processes adopted by teachers and subsequently to make suggestions for improvement in teaching of English.

The study covered seven states –Jammu & Kashmir, Maharashtra, Nagaland, Orissa, Tamil Nadu, Uttar Pradesh and UT of Chandigarh representing five geographical regions and variety in class at which English is introduced as a language at primary stage. From each state 2 to 4 districts were sampled with due representation of different geographical regions of the state. In all 154 schools were sampled from 21 sampled districts.

Information on various aspects of teaching of English was obtained through (i) analysis of syllabi, training materials and textbooks using common guidelines for analysis; (ii) observation of training programmes (both pre-service and in-service) and (iii) observation of transaction process in classrooms and discussions with teachers.

8.2 Major Findings

English has been introduced at the primary level as a subject in 27 states of India. The level of its introduction has now become a matter of state policy responding to people's aspirations, It is a medium of instruction in Nagaland and Jammu & Kashmir and in Government model schools of Chandigarh and a few schools of Maharashtra out of the eight states covered in this study.

8.2.1 Curriculum and Textbooks

With regard to curriculum, syllabi and textbooks of English in the selected States/UT, it was found that :

- The state textbooks at level 1 (classes I & II) have less focus on listening and speaking skills and do not build familiarity with the language.
- Books are not written with an integrated approach where integration of all the four skills (listening, speaking, reading, writing) and integration with other subject areas (EVS, Mathematics, Arts) takes place.
- The books did not link the child's life at school to life outside the school.

8.2.2 Training Programmes

Study brought to light some major concerns about teacher preparation and materials used by the states.

a) Pre-service Training Programmes

1. The minimum qualification of students for admission to professional training (B.Ed / D.Ed) varied across the states/ UT .
2. There was greater emphasis on theory than on practice in the pre-service training programmes in the sampled states.
3. Linkages between theory and practice were weak.
4. Actual hands-on experience was not given during practice teaching in some of the training programmes.
5. Visits to the different training institutions do not show good models of interaction or task-based approaches being adopted in training of student teachers.

b) In-service training Programmes

Most of the training programmes were not organised according to the needs of the teachers. Also, the resources were not utilized properly. The transactional approach adopted in majority of INSET programmes has so far remained confined to the lecture method with little scope and opportunity for trainees to actively participate in the training process.

8.2.3 Classroom Practices

Observation of classroom processes in the selected States/UT led to the following salient points:

- In the states like Nagaland and Kashmir where the medium of instruction is English as per state policy, teachers were seen to resort to regional/ local languages to facilitate child's learning.
- Print rich environment was not observed in the class rooms.
- In all the states, it was seen that the teachers made little or no conscious effort to develop skills of listening and speaking. At level II (Classes III, IV, V), opportunities were not provided to children to listen to sounds of spoken English or to speak in English. Emphasis was more on reading and writing skills and they felt that listening and speaking get covered in reading and writing.
- It was noticed that teachers began their lesson by reading directly from the textbooks and generally finished the lesson abruptly.

- Teachers in all the states/UT have fallen into what is called “The Textbook Trap.” The teachers and students were entirely dependent on the books; they adhere only to the written words and printed instructions and do not move beyond the textbook.

As they do not teach any other words/sentence patterns, the students do not achieve mastery in the four skills (listening, speaking, reading, writing). Treating the textbook just as a tool is not visualized by the teachers.

- The textbook is used in more than 90% of classrooms for being read by the teacher and making children listen. Reading books to children for motivation, reading pictures with words, story reading to develop reading habits were seen to be missing.
- After going through primary classrooms in 8 states/UT, four practices were mainly observed through which a teacher develops reading skill amongst the students. These are: silent reading, choral reading, pair reading, and reading aloud. Amongst these practices, reading aloud is preferred by nearly 80% of teachers whereas choral reading is being practised in about 10% of the cases and silent reading and pair reading in about 5% of cases each.
- Teaching of writing skills presents a dismal picture in most of the states. The methodology adopted by primary teachers in 6 states was found to be monotonous. Students in Maharashtra, Odisha, Jammu and Kashmir, Gujarat, Nagaland and Uttar Pradesh simply copy the text written by teachers on the blackboard. It was found that only in Chandigarh and Tamil Nadu teachers gave some visual inputs before assigning writing tasks. Sentence writing, short paragraph writing, dictation of words were the main activities in writing.
- In all the states it was observed that poems were being taught line by line or word by word. After the model reading, children should ideally be reading along with the teacher to enjoy the rhythm and music of the words and also enjoy the poem. It was observed that poetry teaching was not being done in this manner. The emphasis was more on explaining the meaning of words, rather than understanding/enjoying poetry. Teachers paid less attention to pronunciation, intonation and appropriate use of pauses.
- Almost all the teachers taught grammar by making students memorize the rules and work on exercises. None of the teachers said that contextualising grammar teaching was the best method.
- Participation of students in the learning process was less in all the states except Tamil Nadu.
- Most of the teachers gave homework and said that they were checking it. But in none of the classes, children’s learning gaps were taken care of.

- Asking questions and answering them as a technique in language teaching was not employed in an effective manner. In most of the classroom observations, it was seen that the main focus in the class was on ‘question and answer’. Teachers failed to give students vitally needed experience in asking questions which denies them a chance to practise communication and to gain command over the language. Across all the states, just 5 to 10% students asked questions. Mostly the teachers asked the questions; students lacked the motivation and confidence to ask questions.

8.2.4 Students’ speaking and reading skills

- At level 1 (classes I and II) children knew only a few English words and phrases. They were not able to speak complete sentences in English.
- Children could not read and write simple and short sentences in English.
- Children were able to recite and sing poems, songs, rhymes and enact small plays. They enjoyed stories and poems. But they were not able to narrate experiences, exchange ideas and carry out brief conversation in English.

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8.3 Recommendations

A) For Administrators

- Policy planners need to re-think about introduction of English as a medium of instruction from class I.
- Teachers need to be trained to teach English as a language. Efforts need to be made to improve their content knowledge and communication skills. In this context there is a great need for devising course content at central/ regional level keeping in view teachers' academic qualifications and professional training.
- Use of multi-media for training of teachers is advised to avoid transmission loss and for making effective use of limited number of resource persons. Teacher training programmes must include courses to improve the speech and communicative skills of teachers.
- Recruitment rules for teachers in various states need to be reviewed keeping in mind the role of primary teacher in existing scenario where a teacher has to teach all the subjects to the children coming from diverse backgrounds.
- Curriculum and text books in the states need to be designed so as to bring them in sync with The National Curriculum Framework , 2005.
- The syllabus for pre-service training programmes at state level needs to be redesigned with reference to NCF-2005 and NCF for Teacher Education.
- For pre-service Teacher Education, networking between institutions like NCTE, NCERT, SCERTs, DIETs as well as Regional Institutes of English is essential. NCTE and NCERT need to collaborate to bring out materials on extended practice teaching which needs to last for at least six months.
- The existing infrastructure of DIETs and SCERTs should be improved to have staff specialised in the teaching of English.
- A mechanism to constantly monitor and evaluate the training programmes in terms of learning outcomes needs to be developed.
- Defunct organizations like Resource and Training Centres should be revived and made operational.
- Regional Institutes of English (in Chandigarh and Bangalore) and English Language Teaching Institutes (ELTIs) should also support training programmes of teachers both pre-service and in-service at elementary level.
- State Institutes for Languages should be set up to improve the teaching and learning of languages at various levels including the elementary level.
- Short term training programmes, bridge courses and content specific training modules need to be developed specifically for primary teachers to teach English.
- A certification programme for teaching English may be devised to help teachers refresh their skills of teaching and for gaining proficiency in English.

B) For Teacher Trainers

- The concept of language teaching needs to be viewed as the teaching of **skills** and not just the drilling of **content** in the teachers.

- The textbooks need to incorporate activities and questions which give space, time and freedom for inculcating creativity and imagination of the child.
- Emphasis should be more on the listening and speaking skills while designing books.
- Efforts need to be made to increase the proficiency level of teachers engaged in teaching English particularly in reading, writing and speaking skills.
- All teachers teaching English need to be trained in the use of phonetics as clarity and intelligibility are the two major dimensions of proper pronunciation.
- Training programmes must have a component of peer teaching and demo teaching along with in-depth, objective analysis and realistic evaluation.
- Under CRCs/ BRCs, local teacher development groups should be set up for teachers to exchange notes and resolve any concerns and apprehensions regarding teaching of English.

C) Teacher Training Materials

- Modules need to be prepared at the SCERT/DIET level and at the level of other teacher training agencies, keeping in view the needs of the teachers at the primary level. In all the states modules were just an extension of textbooks. Modules need to move beyond the textbooks for the basic concepts.
- Modules on capacity building to facilitate the core understanding of the subject and improving proficiency should also be prepared.
- Training modules should have a variety of components which include role play, games, songs, poems, stories, etc. as they are more conducive to learning.
- Training to use TLM grants innovatively and indigenously should be encouraged.
- A package for ongoing process of self learning may be developed for teachers. Every training manual should contain the names of useful websites of English teaching.
- NCERT's Source Book on Learning Assessment for classes I-V should be studied and made use of.
- Materials and textbooks need to be age appropriate, relevant and interesting, keeping in view the level at which it is being introduced.
- Demonstration lessons need to be increased in Teacher Development Programmes. Observation of model classes by experienced English teachers and those engaged in hands-on experience using authentic teaching materials, is required.

D) For teachers

- Teachers need to be active and enthusiastic to keep the classrooms lively and full of interesting activities to keep the children's interest intact. They should motivate children to participate in the classroom teaching and learning processes.
- An input rich environment for children in class should be created to make English learning enjoyable. TLMs to be prepared should be applicable to real teaching situations and not as separate materials.
- Class libraries should be developed to promote the habit of reading amongst children.

- Teachers need to develop their own skills, knowledge and understanding for reading literary works. They need to have a literature based approach to the teaching of English.
- The teachers need to read books in English for professional development, they should enrol as members of libraries, English groups or teaching associations.
- Teachers should make use of warm-up activities in the beginning and re-capitulation of entire lesson at the end.
- Teachers need to be more creative in the use of textbooks, as textbooks cannot give everything. Lots of oral and written practice needs to be carried out using material beyond textbooks.
- To provide familiarity with new words, careful planning is needed. Use of word cards, games like bingo and use of big book, small book and shared reading should become more common. Use of words given in charts/ sight words/ action words/ making sentences/finding words that begin or end alike should be made in teaching. Choral reading and silent reading need to be practiced in classes.
- Periods for direct instruction and practice need to be provided in the class regularly. Starting with scribbling, drawings, letter formation, from left to right direction, basic strokes, understanding basic terminology (straight line, circle etc), recognizing letters and sight words and control over fine muscles would improve handwriting.
- Poetry needs to be taught for appreciation, enjoyment and pleasure with proper feelings and recitation should be done with proper rhythm, music and sound.
- Attempts should be made to contextualise grammar.
- Homework should be used to identify the learning deficiencies among the children and teachers should make efforts to address these.
- Students need to be given practice in asking a wide variety of questions (personal, comprehension, grammar and general questions) as well as in answering them.

8.4 Looking Ahead

- There is a need for separate English Teacher Training Centre with training staff, facilities and resources to be set up in every state. In the states that have RIEs/ ELTAI's, these need to be equipped with sufficient resources. Thus linkages and networking with DIETs/SCERT/ NCERT need to be established.
- Since the cascade model of training exists in India, models of British Council working with SSA or exchange programmes to English Language Institutes in English speaking countries should be visualized. The central government/state governments can play an important role in this venture.
- Since the study has shown that better physical learning environment and educational facilities are important factors in an effective teaching and learning process. Various audiovisual materials, multi-media resources, computers and proper language labs can be developed (like the Language Lab in Regional Institute of Education, Mysore).
- At the field level, a separate room can be built/developed as language room in every school. Language learning environment can be built by decorating the walls with words and quotes and activities can be conducted around themes (like the Language Lab Room in Yavatmal, Maharashtra).

- When teachers are textbook centred, the books need to be prepared in an integrated manner like NCERT's Marigold series.
- TLMs prepared should be applicable to real teaching situations and not as separate materials just to be exhibited. Demonstration lessons need to be increased in Teacher Development Programmes. Observation of model classes by experienced and knowledgeable English teachers is required.
- As the study reveals, the student teachers want practical courses in English pronunciation, developing speaking and listening skills, variety of teaching methods, making use of songs and games. It is important that the training is linked with everyday school situation, so that the relevance is seen.
- The course content for English teaching methods and text materials should be revised with focus on teaching English communicative skills.

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Indicators for the English Language (Classes I-V)

	Listening	Speaking	Reading	Writing
Class I	<ul style="list-style-type: none"> • Can follow simple instructions, • Can follow simple stories, etc. that are narrated to (s)he. • Can follow requests, simple questions and orders. 	<ul style="list-style-type: none"> • Can differentiate between various sounds of English. • Can talk about himself/herself – what (s)he likes and dislikes. • Can tell simple stories • Can recite poems 	<ul style="list-style-type: none"> • Can recognise small and capital letters. • Can read simple words with the help of pictures. • Can read simple poems and stories with the help of pictures. 	<ul style="list-style-type: none"> • Can join letters with some help. • Can write simple words of day-to-day use. • Can use simple words in her/his own sentences.
Class II	<ul style="list-style-type: none"> • Can follow simple instructions and directions. • Can understand stories narrated orally (as on radio/TV) to (s)he. • Can recognise the different sounds of English • Can understand greetings and polite forms of expressions. 	<ul style="list-style-type: none"> • Can recognise and pronounce most of the sounds in English. • Can talk about herself, family and friends. • Can narrate simple stories, experiences. • Can recite poems. • Can use greetings and polite forms of requests. 	<ul style="list-style-type: none"> • Can read simple stories, poems, and descriptions. • Can locate information in a given text. • Can grasp ideas, • Can draw conclusions on the simple stories etc. 	<ul style="list-style-type: none"> • Can write simple words and phrases. • Can write short sentences. • Can write small compositions comprising 5-6 sentences. • Can use full stop and capital letters.
Class III	<ul style="list-style-type: none"> • Can recognise differences between sounds of English • Can follow simple oral directions, instructions, requests, questions, and orders. • Can understand or identify the main ideas and important details in the stories narrated orally in the class/in peer conversation/in teacher-child interactions. 	<ul style="list-style-type: none"> • Can pronounce the sounds of English with ease. • Can talk about herself, her friends, and family members. • Can tell stories and narrate his/her experiences. • Can recite poems with suitable expressions. • Can retell main events and recall main ideas in the stories. • Make requests; give orders, advice; and use greetings. 	<ul style="list-style-type: none"> • Can read simple words and descriptions with the help of pictures. • Can read stories, poems and folktales. • Can grasp ideas and draw conclusions from the given text and materials such as posters, hoardings, poems, stories, folktales, etc. 	<ul style="list-style-type: none"> • Knows the use of capital letters, and punctuations marks such as full stop, comma, question mark, and apostrophe. • Can take dictation of simple words and sentences. • Can copy words and sentences from the blackboard. • Can write simple descriptions of self, people and things around, and write short (consisting of 5-10 words) messages.

Class IV	<ul style="list-style-type: none"> • Can follow a variety of oral directions/instructions, requests, questions and orders. • Can summarise in her/his own words the key ideas and important details in stories, class lectures, etc. 	<ul style="list-style-type: none"> • Can participate in dialogues, role-plays etc. • Can answer and ask simple questions. • Can produce an oral text in a logical sequence. • Can participate in pair work and group discussion. 	<ul style="list-style-type: none"> • Can read texts orally and silently with increasing accuracy. Fluency and confidence. • Can predict what the text may be about by looking at the pictures, title, etc. • Can grasp meanings/ideas. • Can identify relationships between ideas/events. • Can infer from a passage/text. 	<ul style="list-style-type: none"> • Can combine related sentences using appropriate conjunctions (E.g., and but, or, because, if). • Can spell common words correctly. • Can organise ideas and information in logical sequences. • Can write descriptions of events, places, things process, etc.
Class V	<ul style="list-style-type: none"> • Can understand a class lecture, a TV/radio news broadcast, announcements, debates, instructions. • Can recognise or identify main words and phrases. Can summarise main points in an oral text. • Can write sentences and passages dictated by the teacher. • Can draw conclusions and make predictions. 	<ul style="list-style-type: none"> • Can talk about personal opinion and support it with example or details. • Can ask and answer questions about ideas presented. • Can carry out conversations on day-to-day matters. • Can participate in pair and group discussions. • Can express and support her opinions and conclusions clearly, concisely and accurately with examples. 	<ul style="list-style-type: none"> • Can read, understand and appreciate a story, a poem, an article, a poster, an advertisement etc. • Can grasp main ideas and details used in the above mentioned texts. • Can use the dictionary and encyclopaedia. • Can draw conclusions and make predictions. 	<ul style="list-style-type: none"> • Can organise ideas and information in logical sequences, and make suitable paragraphs. • Can build a coherent and cohesive paragraph (correctly ordered and logically sequenced) with facts, examples and arguments. • Can write letters, reports, descriptions; prepare posters, notices; write messages; and take notes.

(Source: Source Book on Assessment for Classes I-V, Language English, NCERT, 2008)